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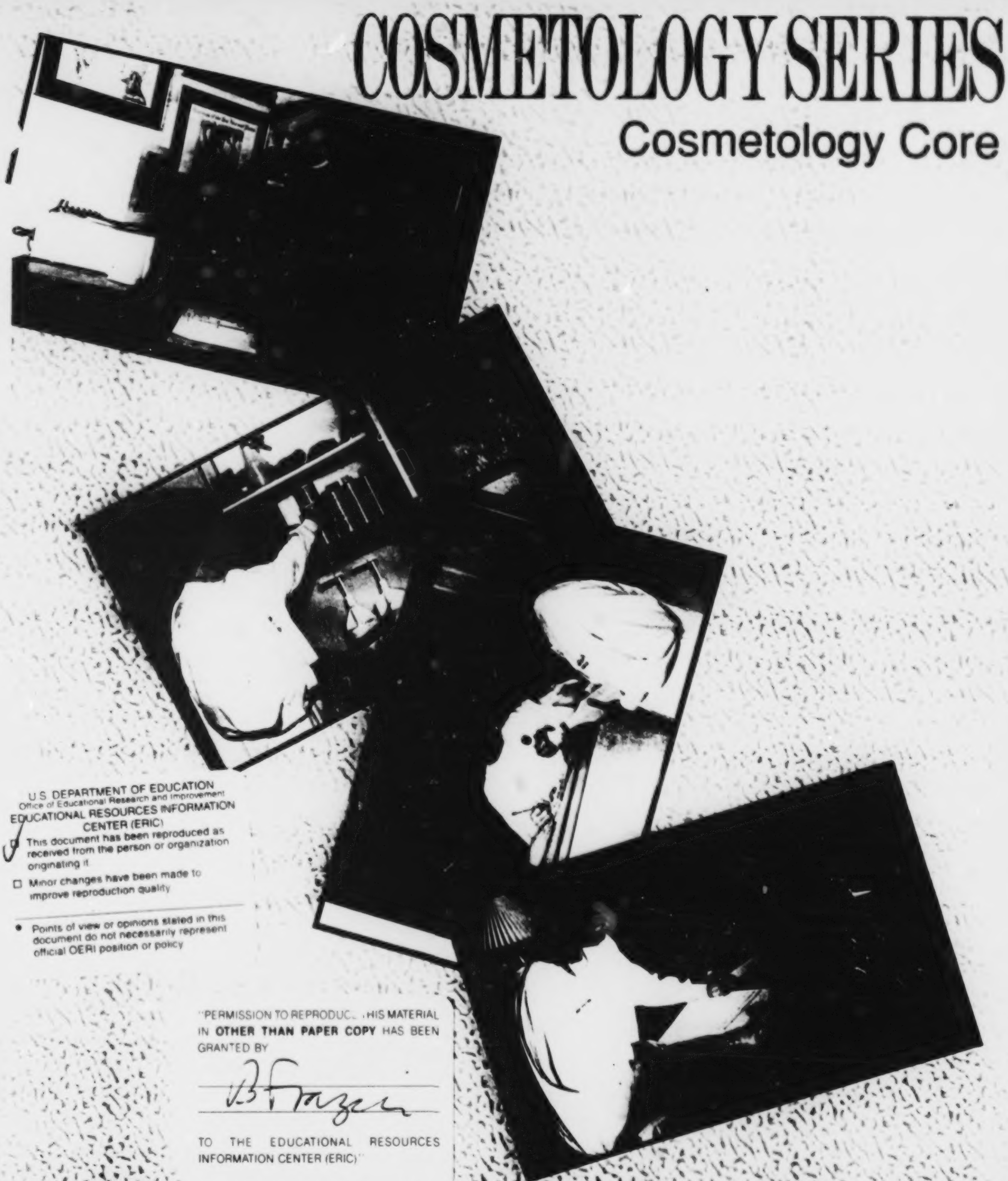
ABSTRACT

This teacher workbook, which is part of a series of publications designed to support instruction in Oklahoma vocational cosmetology programs, consists of 13 units of information and skills that are basic to all major instructional divisions of a cosmetology course of study. The unit topics are as follows: identifying cosmetology careers/displaying professionalism; administering basic first aid; exhibiting safety procedures; analyzing pH; recognizing the characteristics and functions of the skin and body; identifying common disorders and diseases; performing basic massage; analyzing physical characteristics of clients; identifying basic principles of color; developing receptionist skills; demonstrating salon marketing skills; managing a salon; and buying, leasing, or building a salon. Each unit contains some or all of the following: performance objectives, suggested activities for the teacher, pretests, information sheets outlining "essential" information, supplementary information/activity sheets, transparency masters, assignment sheets and answers, job sheets, practical tests, written tests, and test answers. Each unit includes materials designed to help students develop the applied academic and higher-order thinking skills inherent within the cosmetology field. (MN)

COSMETOLOGY SERIES

Cosmetology Core

ED 380 614



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CIMC

Teacher Workbook

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

92-009040

TI 1254

Cosmetology Core

Developed by the
Curriculum and Instructional Materials Center
for the Division of Trade and Industrial Education
Oklahoma Department of Vocational and Technical Education

92-009040

TI 1254

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Curriculum and Instructional Materials Center

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FOREWORD

This publication is the first in a series designed to support instruction in Oklahoma vocational cosmetology programs. It is imperative that teachers have curriculum material that contains the latest technology and techniques found in industry to direct class instructional activities. Great care has been given to include instructional competencies that improve students in both the applied academics and higher-order thinking skills inherent within the cosmetology field.

The *Cosmetology Core* publication consists of thirteen units of information and skills that are basic to all major instructional divisions of a Cosmetology course of study. These units can be categorized into groups related to career information, safety and first-aid, functions of the skin and it's disorders and diseases, and managing and operating a salon. This information enables the student to have a broad perspective of the total occupation and an understanding of trade terms, supplies, and equipment associated with Cosmetology. Teachers use these experiences to build pride and professional ethics in students by showing them they are part of the world of beauty and how trends in hair, skin care, and body conditioning are really the responsibility of a skilled artist in Cosmetology.

The core competencies are developed and validated by a committee of our best teachers and outstanding industry representatives. The materials were reviewed in a series of meetings to assure the technical accuracy of the publication. Appreciation is expressed to the many individuals contributing their valuable time and experience in the development of this important publication. Teachers will become more effective when properly using this material.

Ivan Armstrong
State Supervisor
Trade and Industrial Education

PREFACE

The Oklahoma Department of Vocational and Technical Education recognized years ago the need to provide quality competency-based instructional materials for vocational education. The Curriculum and Instructional Materials Center was established to provide the necessary educational tools for teachers and students in Oklahoma, the United States and around the world. As a result of efforts by the early pioneers at CIMC, Oklahoma has received national recognition for curriculum development.

Students who pursue careers in cosmetology have amazing growth potential. Opportunities abound for those who take advantage of the fastest growing industry in the nation. Therefore, it was imperative that the Curriculum and Instructional Materials Center design curriculum to meet the changing role of the cosmetology profession.

This publication is one of a series of instructional materials prepared to assist the instructor and student in understanding the latest concepts and techniques of the instructional phase of the Cosmetology program. This publication has more information in an accessible form that can be used in the classroom and laboratory. It has more acceptable and relevant material that is helpful to the instructor and the student.

The industry representatives who served on the Curriculum Advisory Committee helped keep the curriculum abreast of today's market trends, and they are to be commended for their efforts and the input made to this project. We believe that this will have a positive influence on the cosmetology instructors and students throughout Oklahoma and the United Stats, and will promote professionalism in this very worth-while vocation.

Marilyn Kay Troupe
Curriculum Development
Specialist/Curriculum and
Instructional Materials
Center

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center would like to extend appreciation to those individuals who played important roles in the development of the *Cosmetology Core* curriculum. The *Cosmetology Core* curriculum is one of a seven part series of curriculum books that was developed for Cosmetology instructors. A project as comprehensive and involved as Cosmetology required the contribution of a number of people. We are thankful for the tremendous support we received.

Special recognition and gratitude goes to Bonnie Logan, the principle writer for *Cosmetology Core*. Mrs. Logan is an instructor of Nail and Facial Technology at Metro Tech Area Vocational and Technical School, Foster Estes Campus. Thank-you goes to Leta Carson, cosmetology instructor at Northeast Area Vocational and Technical School in Pryor, Jeanette Miller, cosmetology instructor at Tri County Area Vocational and Technical School in Bartlesville, and JoAnna Naylor, cosmetology instructor who now resides in the State of Rhode Island who were contributing writers. All four writers shared their time, talent, and technical knowledge in determining the content of this publication.

Thank-you goes to Mr. Cameron Williams. Cameron is a junior at John Marshall High School and a first year student in the Basic Operator class at Foster Estes. Cameron appears in the cover photos along with the cosmetology instructors at Foster Estes, Bonnie Logan and Donna Vaughn.

Thank-you goes to Dr. Sue Hoevelman for editing the curriculum to insure conformity with CIMC format standards.

Claire Dickey assisted with the development process. Ms Dickey is a technical writer with a Master of Science degree in Curriculum and Instructional Education. She is a creative writer and editor. A special thank-you goes to Claire for assisting in managing and organizing *Cosmetology Core*, and she also appears on the cover.

Thank-you goes to the Industry Advisory Committee members in appreciation for their guidance during the development of this project. Industry Advisory Committee members present for the validation meeting included:

Monica Chaney
J. C. Penny's Salon
Promenade
Tulsa, Oklahoma

Patricia Magliaccio
U.S. Grant High School
Cosmetology Department
Oklahoma City, Oklahoma

Annette Schreppel
Jane Phillips Medical Center
Bartlesville, Oklahoma

Donna Vaughn
Cosmetology Instructor
Basic Operator
Metro Tech AVTS
Foster Ester Campus
Oklahoma City, Oklahoma

Tom Sollock
Bob Moore & Co.
Oklahoma City, Oklahoma

Jack Q. Williams
Redding and Friends
Stillwater, Oklahoma

Thank-you goes to Thomas Fields who was the photographer for the cover photographs. Mr. Fields is a Public Information Technician/Photographer at the Oklahoma Department of Vocational and Technical Education.

Thank-you goes to the Oklahoma Department of Vocational and Technical Education whose support made this project possible. They are

Dr. Roy Peters, Jr.
State Director

Dr. Charles Hopkins
Assistant State Director

Marsha Daves
Assistant State Supervisor
Trade and Industrial
Education

Ivan Armstrong
State Supervisor
Trade and Industrial
Education

Without the close cooperation of the Curriculum and Instructional Materials Center and other Oklahoma Department of Vocational and Technical Education staff, this project would not have provided Oklahoma teachers with the quality curriculum materials that they have come to expect. Thank-you goes to

Dr. Brenda Stacy
Curriculum Coordinator

Billie Frazier
Copy Specialist

Terri Tomson
Secretary

Darlene Cocanougher
Format Specialist

Dr. Lynna Ausburn
Development Coordinator

Claire Dickey
Technical Writer

Brenna Tillman
Publications Supervisor

Charlotte Tarkington
Desktop Publishing
Operator/Secretary

Others involved in the development process deserve special thanks. Thank-you goes to Bob Davis, Kim Hale and the entire Art Department. Their talent, creativity, professionalism, and the ability to transform ideas into reality is greatly appreciated. Colin McLain designed the cover.

Noel Wilcoxson and the Printshop staff deserve a "thank-you" and a pat-on-the-back for a job well done.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Cosmetology Core contains thirteen units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest information sheets, job sheets, practical tests, written tests, and answers to assignment sheets, and written test all of which are included in the instructor edition. The student workbook includes the objective sheets, information sheets, supplements, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written tests may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, in Oklahoma 1-800-522-5810, ext. 589.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objective can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages) **Instructor's Edition only**

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest Answers (Pink Pages) **Instructors Edition only**

The answers to the pretest are given in this component only to the teacher.

Pretests (yellow pages) **Instructor's Edition only**

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students bring with them and determine where instruction should be emphasized.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to ad notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories that tell the student to avoid serious personal injury or death to the student persons in the workplace, or users of the project or the procedure.

Supplements (Green Pages)

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class or for homework. Answer sheets are provided.

Transparency Masters (White Pates)

Transparency masters provide information in a special way. The students may see as well as her the materials being presented, this reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information or assignment sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Activity Sheets (Tan Pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (Tan Pages)

Assignment sheets provide students with information and exercises to problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustration are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlines in each job sheet. Further more, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (yellow pages) **Instructor's Edition only**

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Test (yellow pages) **Instructor's Edition only**

This component provides criterion-references evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, and modified, appropriate changes should be made on the test.

The test may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (pink pages) **Instructor's Edition only**

These components are designed to assist the instructor in evaluation of student performance. They are available in the teacher's edition only.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is usually assigned a specific abbreviation. *Cosmetology Core* has not been abbreviated. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in Managing a Salon, which is unit XII, would look like this:

OBJECTIVE SHEET - Cosmetology Core
XII - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain objective sheets, information sheets, supplements, transparency masters, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit be deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed as required.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMc strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

BASIC SKILLS IN CURRICULUM

Since its inception in 1969, the Curriculum and Instructional Materials Center (CIMC) of the Oklahoma Department of Vocational and Technical Education has provided quality, competency-based instructional materials for vocational training programs. During this time, the CIMC has been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

In response to changing job requirements, federal and state legislatures are enacting laws setting stringent basic skills requirements for nonvocational and vocational education. State legislatures are increasing basic skills accountability for teachers and school administrators. The recently enacted Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) mandates academic skills development in vocational training. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

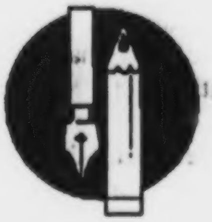
As noted earlier, it is not new for CIMC materials to contain information and activities that develop basic skills competencies in students taking vocational training. What is new is the documentation or flagging of basic skills in CIMC materials, and further enhancement of basic skills activities. To accomplish this, the CIMC has developed a "Five Point Approach to the Integration of Basic Skills into the Curriculum." Following is a brief description of this process.

I. Basic Skills Icons

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, to denote which of nine general basic skill categories is being emphasized. These icons are located in the left margins of assignment, activity, and job sheets. The nine basic skill areas are as follows:

Reading Skills

The activities identified by this icon deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials.



Writing Skills

Tasks identified with this icon promote development of skills in written communication ranging in complexity from filling out forms to the written expression of ideas and concepts related to vocational exploration or performance.

Mathematics Skills

This icon identifies activities that develop vocationally related skills in computation; measurement and estimation; selection and application of appropriate mathematical process; and collecting, displaying, or interpreting data.

Science Skills

The science icon marks activities that are related to the development of skills in either the physical or biological sciences. These skills stress occupationally related applications of science and technology.

Oral Communication Skills

This icon identifies activities that promote development of effective speaking and listening skills. They include practice in such areas as speaking techniques, word choice, nonverbal messages, use of communication media, and using active listening techniques.

Interpersonal or Relating Skills

Activities that deal directly with skills in relating to others are marked with this icon. This includes areas such as group processes and dynamics, negotiation, dealing with conflict, and leadership/motivation.

Creative Thinking and Problem Solving Skills

This icon identifies activities that stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives/outcomes, and developing solutions.

Employability Skills

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks and more general items such as career planning, job search, business etiquette, and maturing in one's work environment.

Social Studies Skills

This icon is used to identify activities that stress competencies in fields relating to human society and its distribution and relationships. This includes all the social sciences such as history, economics, geography, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

Some activities in the CIMC materials develop skills in more than one of the nine basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the icon used is the one judged to be the primary, or the most heavily emphasized, activity. When there is no clear-cut difference between importance of skill area, multiple icons are used.

II. Enablers

Once the **general** basic skill activity has been identified by an icon, the CIMC takes the process one step further by indicating the **specific** skills that are addressed in an activity. This is accomplished by using enabling skills, or "enablers."

Lists of enablers, or specific skills required for each activity, have been developed at CIMC for each of the nine basic skills areas. The enablers have been grouped into sets of related skills under each icon. The list of general skill categories under each icon is as follows:

Reading Comprehension Skills
Research and Reference Skills
Functional Reading Skills

Language Skills
Composition Skills
Research Skills
Functional Writing Skills

Operation and Calculation Skills
Math Application Skills
Data Analysis and Display Skills
Functional Math Skills

General Science Skills
Life Science Skills
Physical Science Skills
Earth Science Skills

Oral Presentation Skills
Listening Skills
Interactive Communication Skills

General Relating Skills
Teamwork/Cooperative Skills
Leadership/Influencing Skills

Enablers
Cognitive Activities Skills

Job Search/Selection Skills
Job Acquisition/Development Skills

Information Analysis Skills
Social Studies Application Skills
Functional Social Studies Skills

Applicable enablers, grouped under their general categories, are listed beneath each icon in the left-hand margin of the activity, assignment, and job sheets. For example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and references skills. The basic skills that the exercise is promoting would be depicted in the margin as follows:

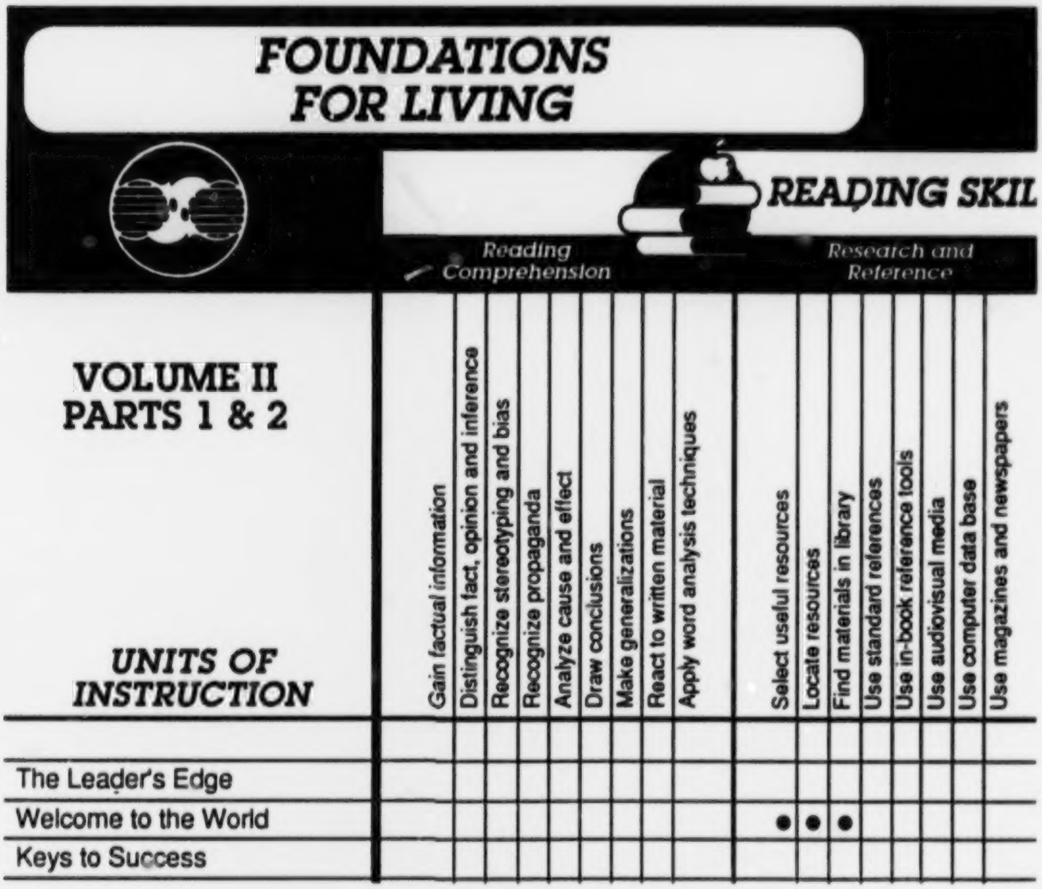
Reading Comprehension Skills
- Gain information

Research and Reference Skills
- Select useful resources
- Find materials in library

[Text]

III. Basic Skills Documentation Matrix

The third component of the CIMC basic skills instructional plan is the "Basic Skills Documentation Matrix." This attractive 22" x 34" wall hanging graphically depicts the basic skills in a CIMC curriculum guide unit by unit. It should be helpful to teachers in planning their instruction, and to administrators as documentation that basic skills are being addressed during the vocational training. Two copies of the matrix are included with each order of a teacher's book.



FOUNDATIONS FOR LIVING

READING SKIL

VOLUME II
PARTS 1 & 2

	Reading Comprehension									Research and Reference							
UNITS OF INSTRUCTION	Gain factual information	Distinguish fact, opinion and inference	Recognize stereotyping and bias	Recognize propaganda	Analyze cause and effect	Draw conclusions	Make generalizations	React to written material	Apply word analysis techniques	Select useful resources	Locate resources	Find materials in library	Use standard references	Use in-book reference tools	Use audiovisual media	Use computer data base	Use magazines and newspapers
The Leader's Edge																	
Welcome to the World										●	●	●					
Keys to Success																	

Matrices have been developed for most CIMC publications. For more information on those available for other programs, call CIMC Resale, 1-800-522-5810 Ext. 589 in Oklahoma, and 1-800-654-4502 in all other states.

OBJECTIVE SHEET

IDENTIFYING COSMETOLOGY CAREERS/ DISPLAYING PROFESSIONALISM

I

INTRODUCTION

As a future licensed cosmetologist, it is important to know the opportunities available and the expectations required of a professional. Knowing the options and responsibilities will enable the cosmetologist to make the best decision about a career future.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe the careers available in the cosmetology profession. Also, the student will discuss and display the professional characteristics needed to obtain and maintain a job. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with identifying cosmetology careers to their correct definitions.
2. Match terms associated with displaying professionalism.
3. Identify the opportunities of the basic license.
4. Describe the skills needed to obtain each career opportunity.
5. List the careers available to a manicurist.
6. List the careers available to a facialist.
7. Identify the career opportunities for an instructor.
8. Describe the characteristics of good posture and a professional groomed look. (Assignment Sheet 1)
9. Choose from a list desirable traits and proper ethical practices. (Assignment Sheet 2)

SUGGESTED ACTIVITIES | *IDENTIFYING COSMETOLOGY CAREERS/ DISPLAYING PROFESSIONALISM* | *I*

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes, and other media.
- Invite guest speakers.
  - Invite a salon owner (former student) from a local salon to speak to the class.
  - Invite as a guest speaker a motivated state board inspector or examiner.
  - Invite a competition or platform stylist to speak about the preparation for his or her job.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Invite a salon owner (former student) from a local salon to speak to the class.
- Take a field trip to a salon, supply house, or manufacturer's plant.

Objective 2

- Invite a salon owner (former student) from a local salon to speak to the class.

Objective 3

- Have as a guest speaker, a state board inspector, or examiner.
- Have students cut out or highlight all operator job ads in the paper. Assign a student or group of students each day to do this and have them discuss what they've found.
- Invite a competition or platform stylist to speak about the preparation for his or her job.

Objective 4

- Show video *Do's and Don'ts of Good Supervision.*

Objective 5

- Tell the students about the manicuring opportunities and the need for this type of worker.

Objective 6

- Tell the students about the career opportunity in theatrical make-up.

Objective 7

- Have as a guest speaker a state board inspector or examiner.
  - Describe for the students your job as a teacher and how you got there.

APPLICATION

Objective 8

- Use Assignment Sheet 1 to give students practice in identifying good posture and professional looks.

Objective 9

- Use Assignment Sheet 2 to give students practice applying desirable personality traits and proper ethical practices.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Do's and Don'ts of Good Supervision.*

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order this film from BancTraining Video System, P.O. Box 10390, Des Moines, IA 50306.

UNIT REFERENCES

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- Gerson, Joel, *Standard Textbook for Professional Estheticians*, 5th ed., Milady Publishing Company, 3839 White Plains Road, Bronx, New York 10467, 1986.
- Kibbe, Constance V., *Standard Textbook of Cosmetology*, Milady Publishing Company, 1990.

PRETEST ANSWERS | *IDENTIFYING COSMETOLOGY CAREERS/ DISPLAYING PROFESSIONALISM* | *I*

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	5, 11, 16, 25
2	9, 18
3	1, 8, 10, 17, 19, 24, 26, 27, 31, 35, 36, 38
4	3, 6, 12, 20, 23, 28, 30, 33, 34, 37, 39, 40
5	2, 13, 29
6	4, 15, 22, 32
7	7, 14, 21

ANSWER KEY

1.	b	21.	c
2.	c	22.	d
3.	b	23.	b
4.	a	24.	b
5.	b	25.	c
6.	c	26.	d
7.	b	27.	b
8.	c	28.	c
9.	b	29.	a
10.	b	30.	d
11.	d	31.	b
12.	a	32.	a
13.	d	33.	a
14.	d	34.	c
15.	c	35.	c
16.	b	36.	d
17.	a	37.	b
18.	a	38.	b
19.	d	39.	a
20.	d	40.	b

OBJECTIVES 8 AND 9

Refer to Assignment Sheets 1 and 2.

PRETEST

IDENTIFYING COSMETOLOGY CAREERS/ DISPLAYING PROFESSIONALISM

NAME______________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. A salon manager cares for:

   a. The inspection of the school
   b. The needs of employees and the salon
   c. The needs of students training in cosmetology
   d. The needs of the cosmetics manufacturing representatives

2. Another branch of the manicuring field is:

   a. Hairstyling
   b. Permanent waving
   c. Pedicuring
   d. Coloring

3. A salon manager's responsibility is to:

   a. Train students
   b. Keep things running smoothly
   c. Buy into the salon
   d. Design new hairstyles for patrons

4. A person who specializes in the care of the skin is a:

   a. Facialist
   b. Manicurist
   c. Desairologist
   d. Cosmetologist

5. A person who administers the state board examination is known as a/an:

   a. Inspector
   b. Examiner
   c. Manager
   d. Instructor

May be photocopied for student use.

6. The responsibility of ensuring a successful business is the job of the:

   a. Manager
   b. 'Operator
   c. Salon owner
   d. Patron

7. To practice as an instructor in the cosmetology field, you must have:

   a. 1500 hours of training
   b. An instructor's license
   c. A cosmetology license
   d. Experience in the field

8. A person who purchases a cosmetology shop is a:

   a. Private school owner
   b. Public school owner
   c. Salon owner
   d. Wig salon owner

9. The exchange of information verbally, nonverbally, or by use of signals is a form of:

   a. Manners
   b. Communication
   c. Professionalism
   d. Training

10. A competition stylist designs hair for:

    a. Style shows
    b. Contests
    c. Demonstrators
    d. Salon promotions

11. A licensed stylist who styles hair in a contest is a/an:

    a. Desairologist
    b. Demonstrator
    c. Platform artist
    d. Competition stylist

12. A competition stylist needs to be:

    a. Creative
    b. Active
    c. Busy
    d. Likable

May be photocopied for student use.

13. A manicurist may specialize in:

    a. Massage
    b. Skin
    c. Product advertisement
    d. Nail artistry

14. A student in a salon is called a/an:

    a. Cosmetology student
    b. Operator
    c. Cosmetologist
    d. Apprentice

15. Another branch of skin care is:

    a. Pedicuring
    b. Air brushing
    c. Make-up
    d. Scalp massage

16. A person who cares for the skin, its health, preservation, and beautification is a/an:

    a. Manicurist
    b. Facialist
    c. Instructor
    d. Inspector

17. A stylist who demonstrates a technique for a trade show is a:

    a. Platform stylist
    b. Wig stylist
    c. Demonstrator
    d. Competition stylist

18. One who has mastered the skills of trade and uses them to carry out everyday business is a/an:

    a. Professional
    b. Inspector
    c. Instructor
    d. Examiner

May be photocopied for student use.

19. A person who shows a product and demonstrates its use is a/an:

    a. Inspector
    b. Examiner
    c. Desairologist
    d. Demonstrator

20. A platform stylist should be able to:

    a. Make decisions quickly
    b. Compete fairly
    c. Pass state inspections
    d. Explain demonstrations clearly

21. A cosmetology instructor may teach in a public school or:

    a. Out of his or her home
    b. Out of a supply house
    c. In a private school
    d. In a department store

22. Stage make-up would be applied for:

    a. Everyday wear
    b. Night time wear
    c. Special occasions
    d. Theater or movie performances

23. Someone who shows a product and tells how to use it is a/an:

    a. Platform artist
    b. Demonstrator
    c. Examiner
    d. Inspector

24. A person who specializes in writing cosmetology textbook material is called a/an:

    a. Examiner
    b. Curriculum writer
    c. Inspector
    d. Journal writer

May be photocopied for student use.

25. A person who works for the state board doing periodic checks on salons and schools is known as a/an:

a. Desairologist
b. Manager
c. Inspector
d. Cosmetologist

26. A journal writer is one who writes for:

a. Demonstrators
b. Textbook curriculum
c. Salon promotions
d. Magazines and newspapers

27. A state board inspector checks:

a. Examination results
b. Cleanliness of a salon
c. Product control
d. For quality work

28. You will need good writing skills if you choose to be a/an:

a. Examiner
b. Inspector
c. Curriculum writer
d. Desairologist

29. A manicurist who teaches for a nail company is a:

a. Manicuring instructor
b. Educator
c. Nail artist
d. Nail salon owner

30. A journal writer needs to be able to:

a. Demonstrate cosmetology skills
b. Examine test scores
c. Speak in public
d. Express an idea clearly

31. An examiner is one who:

a. Checks for salon cleanness
b. Administers final licensing examination
c. Checks quality control
d. Checks employees' work

May be photocopied for student use.

32. A cosmetic chemist is someone who designs:

  a. Make-up and skin care products
  b. Artificial face masks
  c. Haircolor formulas
  d. Plastic surgery implants

33. A state board inspector needs to have extensive knowledge of:

  a. Cosmetology rules and regulations
  b. Proper English
  c. All available hair products
  d. Preparation for trade shows

34. A person who has a clear knowledge of the state board examination is a/an:

  a. Demonstrator
  b. Inspector
  c. Examiner
  d. Desairologist

35. A person who arranges and styles hairpieces is a:

  a. Competition stylist
  b. Cosmetologist
  c. Wig stylist
  d. Platform stylist

36. A person who owns a shop that produces full and partial hairpieces is a:

  a. Wig stylist
  b. Salon owner
  c. Platform stylist
  d. Wig salon owner

37. Hairweaving and full and partial hairpieces would be a part of this person's job.

  a. Competition stylist
  b. Wig stylist
  c. Platform stylist
  d. Salon owner

May be photocopied for student use.

38. A desairologist

a. Designs artificial hairpieces
b. Styles hair on a deceased person
c. Styles hair for a trade show
d. Studies hair, skin, and nails

39. You will need business and management training if you want to become a/an:

a. Wig salon owner
b. Desairologist
c. Competition stylist
d. Inspector

40. A desairologist must be able to:

a. Run a business
b. Separate personal feelings from his or her work
c. Speak well in public
d. Train new cosmetologists, estheticians, and manicurists

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 8 **Describe the characteristics of good posture and a professional groomed look.** SCORE _____

OBJECTIVE 9 **Choose from a list of desirable traits and proper ethical practices.** SCORE _____

May be photocopied for student use.

OBJECTIVE 1 **Match terms associated with identifying cosmetology careers to their correct definitions.**

- **Competition stylist**—a licensed cosmetologist who competes in competition
- **Cosmetologist**—a person who works with the hair, skin, and nails
- **Demonstrator**—a person who shows a product, explains its uses and usually sells the product
- **Desairologist**—a cosmetologist who styles hair on a deceased person
- **Esthetician**—a person who cares for the skin, its health and preservation, and beautification
- **Examiner**—a person who administers the state board examination
- **Inspector**—a person working for the state board of cosmetology who does periodic checks on salons and schools to see that they maintain and comply with all rules and regulations
- **Instructor**—a person who teaches cosmetology, manicuring, or esthetics
- **Manager**—a person who is in charge of running a business
- **Manicurist**—a person who cares for the nails
- **Platform stylist**—a person who styles hair for a show or demonstration
- **Private school**—a school that is owned by an individual
- **Public school**—a school that is owned by the government
- **Writer**—a person who writes for publication, such as curriculum, newspapers, or magazines

OBJECTIVE 2

Match terms associated with displaying professionalism.

- **Communication**—the exchange of information verbally, non-verbally, or by use of signals
- **Hygiene**—cleanliness; the preservation of health
- **Manners**—polite behavior; socially acceptable behavior
- **Posture**—the way a person stands or sits
- **Professional**—a person who has mastered the skills of a trade and uses them to carry out everyday business

OBJECTIVE 3

Identify the opportunities of the basic license.

When your student training has ended you become eligible to take the state board examination. Upon passing this examination, you are given a license to practice cosmetology in a licensed salon. Working in a salon is just one of many opportunities that will be available. Some of the other jobs available are:

1. **Salon manager.** A salon manager cares for a business owned by another person or a company. The manager supervises employees and handles business matters, customer complaints, and minor salon problems.

2. **Salon owner.** A salon owner may own the salon exclusively or jointly. As the owner, you would be responsible for all things taking place in your salon such as licensing, paying taxes, hiring and firing employees, and handling public relations. The size of your salon will also be at your discretion.

3. **Competition stylist.** A competition stylist competes at contests for an award or recognition. Competition can vary from haircutting and styling, to make-up and nails, to creating a total look.

4. **Platform stylist.** A cosmetologist who styles hair for a show is considered a platform stylist. The work demonstrated could be perming, cutting, styling, or coloring.

5. **Demonstrator.** A demonstrator must often be willing to travel because he or she will be given a territory in which to sell. The demonstrator will show a line of products, demonstrate the use of each product or piece of equipment, and try to close a sale with the operator or salon owner.

FIGURE 1

6. **Curriculum writer.** A curriculum writer in the field of cosmetology writes for publishing companies specializing in this field. Another alternative would be to write specialty books that can be sold in local bookstores. (Figure 2)

FIGURE 2

7. **Journal writer.** There are many magazines for the professional cosmetologist. As a professional cosmetologist, you can use your knowledge of the field to write your articles for these publications.

8. **Inspector.** A state board inspector works a territory that includes salons, public cosmetology schools, and private cosmetology schools. The inspector's job is to check the cleanliness of the establishment and to ensure that all state rules and regulations are being followed.

9. **Examiner.** The state board examiner's job is to administer the final examination. This examination is given as an evaluation of your progress as a student cosmetologist. Upon passing this examination you are issued a license.

10. **Wig stylist.** A wig stylist styles the hair on a wig or wiglet of any kind. The wig stylist would properly fit, style, and place a wig for a patron.

11. **Wig shop owner.** A wig shop owner is someone who owns a wig shop and fits, styles, and properly places wigs or wiglets. The wig shop owner could also specialize in custom handsewn wigs and/or machine wefted wigs.

12. **Desairologist.** A desairologist styles the hair of a deceased person. This service takes place in a funeral home. This particular job could be full-time employment or may be used upon the death of a patron normally serviced.

OBJECTIVE 4 **Describe the skills needed to obtain each career opportunity.**

Each career opportunity listed in Objective 3 requires a minimum of a basic operator's license. As the career increases in amount of responsibility, so do the minimum required skills to obtain the job. Some of these skills are gained through experience in the cosmetology field. Other skills are learned through school (high school, college, or vo-tech) or apprenticeship.

1. **Salon manager.** Salon managers need to know the basic operations of a salon. Their responsibility is mainly to keep things running smoothly. Therefore, extra training in proper management procedures may be helpful, if not required, for the job.

2. **Salon owner.** Salon owners have business and management training to ensure successful businesses. Salon owners need to be able to make decisions quickly and in stressful situations.

3. **Competition stylist.** Competition stylists want to be able to express themselves completely to a judge. These people should be creative.

4. **Platform stylist.** Platform stylists need training in public speaking if the job includes explanation of the work being done and knowledge of the product he or she is using.

5. **Demonstrator.** Demonstrators may desire training in public speaking and presentations. Sales experience beyond what is learned in basic cosmetology may be required and helpful.

6. **Curriculum writer.** Curriculum writers for the cosmetology field will need either experience in cosmetology or be able to obtain information from a cosmetologist. Curriculum writers need training in the proper format and good writing skills.

7. **Journal writer.** Journal writers need excellent writing skills, proper English skills, and an ability to express an ideas.

8. **Inspector.** State board inspectors need extensive knowledge of the rules and regulations set forth by the state. The ability to recognize violations and enforce correction will be the inspector's responsibility.

9. **Examiner.** State board examiners need clear knowledge of the requirements of the state board examination. Examiners must be fair to all examination registrants, regardless of past knowledge or perceptions.

10. **Wig stylist.** Wig stylists practice the art of hair design and/or the cutting/coloring of wigs or hairpieces.

    NOTE: Wig stylists may choose to be trained in the mastery of hand sewn wigs. Also, hair weaving and extensions might be profitable to the wig stylist.

11. **Wig shop owner.** Wig shop owners, like salon owners, need business and management training.

12. **Desairologist.** Desairologists need to be able to work and get along with funeral home directors/owners. The ability to separate personal feelings from business is a must for desairologists.

OBJECTIVE 5 **List the careers available to the manicurist.**

One specialty of the cosmetology field is manicuring. Manicuring is a course of its own or can be practiced upon receiving your basic cosmetology license. Either way you choose to enter the field is acceptable. The manicurist has many opportunities.

You may choose to become a salon manicurist. This could be in a specialty shop or a full-service salon.

Another branch of manicuring is pedicuring, which is care of the feet and toenails. A manicurist will often work both in manicuring and pedicuring to offer a wider range of services.

Beyond basic manicuring and pedicuring there is an excellent career opportunity in nail artistry. A nail artist may do artificial nails ranging from sculpture nails, to gel nails, to glass nails, or to nail overlays and tips. The nail technician can also choose to add nail art or air brushing to his or her service list.

After experience in the nail field, a manicurist may decide to go into salon education. Working with a nail company, the manicurist can become an instructor who teaches other professionals proper, safe, sanitary, and new techniques in the nail field.

FIGURE 3

OBJECTIVE 6 **List the careers available to a facialist.**

A person who specializes in the care of the skin can be referred to as a facialist, skin care specialist, or an esthetician. With a greater emphasis on beauty and skin today, the facialist is increasingly becoming more needed. Men and women are seeking the professional to help achieve young, healthy-looking skin.

1. There is also a growing need for make up specialists. The business women of today want more than skin care-- they want a make up look that helps make a statement about them. The make up specialist will often be hired to do make up applications for special occasions such as weddings, proms, photo sessions, and holiday celebrations.

FIGURE 4

2. The make up field has another very specialized branch, stage make up. The stage make up artist may do applications for small, local plays, large productions, or even for movies. The stage artist needs extra training in stage make up and special effects make up.
3. Another alternative for the licensed facialist is the cosmetic chemistry field. The cosmetic industry changes rapidly, and the need for cosmetic chemists increases. To enter this area, you need additional training in chemistry.

   NOTE: A degree in chemistry may be required by some companies.

OBJECTIVE 7 **Identify the career opportunities for an instructor.**

Additional hours of training beyond the basic course is needed in order to qualify for instructor licensing. Once you become a licensed instructor your career opportunities increase.

An instructor may continue to work in a salon to earn money and train an apprentice at the same time. Other instructors prefer to teach in a school.

To work in a private cosmetology school requires no further training. However, a public school offering cosmetology requires certification in trade and industrial education.

NOTE: A Bachelor of Trade and Industrial Education Degree or another related field may be required by some schools.

ASSIGNMENT SHEET 1

IDENTIFYING COSMETOLOGY CAREERS/ DISPLAYING PROFESSIONALISM

NAME______________________________ SCORE__________

OBJECTIVE 8 **Describe the characteristics of good posture and a professional groomed look.**

INTRODUCTION The first seven objectives in this unit deal with career opportunities available with a cosmetologist, facialist, or manicurist license. The questions on this assignment sheet emphasize the professional look desired by employers.

DIRECTIONS Contact an employer in a cosmetology or cosmetology related field and ask him or her to answer the following questions.

1. What do you look for in an employee?
2. What style of clothing do you consider appropriate for the employees in your salon?
3. Do you feel a person's posture reflects his or her personality?
4. What do you consider to be the best posture for someone in this business?
5. How do you prefer your employees wear their hair?
6. Do you consider all these things when you meet new people applying for a job in your establishment?

Name of Salon: __________________________

Person you spoke with: ____________________

Title: __________________________________

Salon telephone number: __________________

<ins>Language</ins>

- Use standard grammer and correct spelling, punctuation and capitalization
- State ideas clearly

<ins>Research</ins>

- Take notes

<ins>Listening</ins>

- Apply active listening skills
- Distinguish fact, opinion, and inference

<ins>Interactive Communication</ins>

- Apply telephone etiquette

<ins>Job Search/Selection</ins>

- Investigate employment prospects of a career field/occupation
- Analyze duties, requirements, and benefits of specific job

ASSIGNMENT SHEET 2

IDENTIFYING COSMETOLOGY CAREERS
DISPLAYING PROFESSIONALISM

I

NAME________________________________ SCORE__________

OBJECTIVE 9 **Choose from a list desirable traits and proper ethical practices.**

INTRODUCTION Objective 8 of this unit allowed you to find out first hand what an employer looks for in an employee. The questions on this assignment sheet emphasize the traits and ethical practices desired by the employer.

DIRECTIONS Using your textbook to locate each trait or ethical practice, describe each one in detail. (Use a separate sheet of paper.)

1. Personality
2. Ethics
3. Manners
4. Courtesy
5. Graciousness
6. Humor
7. Attitude
8. Loyalty
9. Punctuality
10. Good grooming

In your opinion, how do these ten things affect your career opportunities?

Language

- Use standard grammer and correct spelling, punctuation and capitalization
- State ideas clearly

Composition

- Use complete sentences
- Compose reports

Cognitive Activities

- Collect/record information
- Identify and analyze underlying assumptions
- Create a finished product
- Transfer knowledge/training to new situations

Social Studies Application

- Investigate/apply principles of ethics

ASSIGNMENT ANSWERS — IDENTIFYING COSMETOLOGY CAREERS/ DISPLAYING PROFESSIONALISM I

ASSIGNMENT SHEET 1

Questions 1 - 6 should be completely answered.
The salon information must be filled in at the bottom. You may choose to verify information with this person.

ASSIGNMENT SHEET 2

1. Personality - any quality of behavior or personal habit; individuality.
2. Ethics - a set of morals, standards, or actions.
3. Manners - behavior, the way a person does something or responds.
4. Courtesy - polite, considerate, helpful gesture or remark.
5. Graciousness - to show kindness, courtesy, or charm toward another.
6. Humor - funny or amusing; a sense of humor.
7. Attitude - the way a person displays his or her feelings; opinion, disposition, or manners.
8. Loyalty - faithfulness.
9. Punctuality - to be on time.
10. Good grooming - neat, clean clothing appropriate for the business world, proper hygiene habits.

1. Answers will vary from student to student.

WRITTEN TEST

IDENTIFYING COSMETOLOGY CAREERS DISPLAYING PROFESSIONALISM

I

NAME________________________________ SCORE__________

OBJECTIVE 1

Match terms associated with identifying cosmetology careers to their correct definitions.

_____1. A person who works with hair, skin, and nails

_____2. A licensed stylist who does hair in a contest

_____3. A person who cares for the nails

_____4. A cosmetologist who styles hair on a deceased person

_____5. A school owned by the government

_____6. A person who shows and tells how a product works

_____7. A school owned by an individual

_____8. A person who administers the state board examination

_____9. A person who teaches cosmetology, manicuring, or esthetics

____10. A person who works for the state board and does periodic checks on salons and schools

____11. A person in charge of running a business

____12. A person who writes for a publication, such as textbooks, newspapers, or magazines

a. Manicurist

b. Instructor

c. Desairologist

d. Competition stylist

e. Writer

f. Cosmetologist

g. Platform stylist

h. Demonstrator

i. Public school

j. Examiner

k. Private school

l. Inspector

m. Manager

n. Esthetician

May be photocopied for student use.

____13. A person who cares for the skin, its health and preservation, and beautification

____14. A person who does hair for a style show or demonstration

OBJECTIVE 2 **Match terms associated with displaying professionalism.**

_____1. One who has mastered the skills of a trade and uses them to carry out everyday business

_____2. Polite behavior, socially acceptable behavior

_____3. The way a person stands or sits

_____4. The exchange of information verbally, non-verbally, or by signals

_____5. Cleanliness, the preservation of health

a. Communication

b. Posture

c. Manners

d. Professional

e. Hygiene

OBJECTIVE 3 **Identify the opportunities of the basic license.**

1. A person who cares for the needs of a salon and its employees is a/an:

   a. Operator
   b. Salon manager
   c. Desairologist
   d. Cosmetologist

2. A person who owns a cosmetology salon is a:

   a. Wig salon owner
   b. School owner
   c. Salon manager
   d. Salon owner

May be photocopied for student use.

3. A person who competes in a style show is a/an:

   a. Competition stylist
   b. Demonstrator
   c. Student stylist
   d. Examiner

4. A demonstration of a hair technique at a trade show is done by a/an:

   a. Demonstrator
   b. Competition stylist
   c. Platform stylist
   d. Inspector

5. A person who shows and tells about a product is a/an:

   a. Examiner
   b. Inspector
   c. Desairologist
   d. Demonstrator

6. Cosmetology textbook material is written by a/an:

   a. Journal writer
   b. Inspector
   c. Curriculum writer
   d. Demonstrator

7. Writing for a publication such as a magazine or newspaper is done by a:

   a. Journal writer
   b. Curriculum writer
   c. Cosmetology writer
   d. Salon writer

8. The cleanliness of a salon is checked by the:

   a. Cosmetologist
   b. Examiner
   c. Inspector
   d. Desairologist

9. The person from the state board administering the final examination is the:

   a. Inspector
   b. Examiner
   c. Salon owner
   d. School owner

May be photocopied for student use.

10. A person who styles and arranges hairpieces is called a:

    a. Hair stylist
    b. Platform stylist
    c. Student stylist
    d. Wig stylist

11. The owner of a store which sells full and partial hairpieces is a:

    a. Wig shop owner
    b. School owner
    c. Salon owner
    d. Wig shop manager

12. A deceased person's hair is styled by a/an:

    a. Funeral director
    b. Desairologist
    c. Cosmetologist
    d. Operator

OBJECTIVE 4 **Describe the skills needed to obtain each career opportunity.**

1. Salon manager: ______________________________

   ____

   ____

2. Salon owner: ______________________________

   ____

   ____

3. Competition stylist: ______________________________

   ____

   ____

4. Platform stylist: ______________________________

   ____

   ____

May be photocopied for student use.

5. Demonstrator: ____________________

6. Curriculum writer: ____________________

7. Journal writer: ____________________

8. Inspector: ____________________

9. Examiner: ____________________

10. Wig stylist: ____________________

11. Wig shop owner: ____________________

12. Desairologist: ____________________

May be photocopied for student use.

OBJECTIVE 5 List the careers available to the manicurist.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

OBJECTIVE 6 List the careers available to a facialist.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

May be photocopied for student use.

OBJECTIVE 7 **Identify the career opportunities for an instructor.**

1. A cosmetology instructor may teach in a private school or a:
    a. Home
    b. Public school
    c. Department store
    d. Supply house
2. An instructor working in a salon may train a/an:
    a. Apprentice
    b. Inspector
    c. Desairologist
    d. Examiner

NOTICE The following Assignment Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Describe the characteristics of good posture and a professional groomed look.** SCORE _____

OBJECTIVE 9 **Choose from a list desirable personality traits and proper ethical practices.** SCORE _____

May be photocopied for student use.

WRITTEN TEST ANSWERS

IDENTIFYING COSMETOLOGY CAREERS
DISPLAYING PROFESSIONALISM

I

OBJECTIVE 1

1. f
2. d
3. a
4. c
5. i
6. h
7. k
8. j
9. b
10. l
11. m
12. e
13. n
14. g

OBJECTIVE 2

1. d
2. c
3. b
4. a
5. e

OBJECTIVE 3

1. b
2. d
3. a
4. c
5. d
6. c
7. a
8. c
9. b
10. d
11. a
12. b

OBJECTIVE 4

1. Proper management training skills would need to be mastered. Along with that, the ability to work well with others to maintain a smoothly operating business.

2. To ensure a successful business, special business and management training should be taken. Also, an owner should be able to make decisions under stressful conditions.

3. Creativity is the key to becoming a good competition stylist. Ideas must be presented clearly and completely. This person must be polite.

4. A platform stylist may want public speaking training in order to be prepared for the audience. People will be watching, and the platform stylist will need to speak clearly and expressively.

5. Sales experience is a must for the demonstrator. The demonstrator must be able to represent a product properly in order to sell it and to maintain a job.

6. Good writing skills and a mastery of good grammar skills are needed to become a curriculum writer. Also, knowledge of the subject or knowledge to locate subject matter is a requirement.

7. Journal writers should be able to express an idea thoroughly on paper so that the reader will understand. Journal writers should also have good grammar skills.

8. Extensive knowledge of the state board rules and regulations is needed. An aggressive personality is also helpful as there are situations that require strict enforcement of procedures.

9. Examiners must know the exact requirements for the state board examination since they will be determining someone's skills.

10. Handsewing wigs and sizing wigs will need to be known by the wig stylist. Adjusting a style for a patron may be helpful to the wig stylist to eliminate sending the patron to a salon.

11. A wig shop owner, just like a salon owner, is wise to have business and management training.

12. The desairologist must be able to separate personal feelings from business. Also, the ability to work with family members tactfully during this grieving time is helpful.

OBJECTIVE 5

1. Salon manicurist

2. Pedicurist

3. Nail artistry (gel nails, sculpture nails, air brushing, designing, etc.)

4. Salon educator (nail field)

OBJECTIVE 6

1. Salon esthetician

2. Make-up artist

3. Stage make-up artist

4. Cosmetic chemist

OBJECTIVE 7

1. b
2. a

OBJECTIVES 8-9

Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE SHEET

ADMINISTERING BASIC FIRST-AID *II*

INTRODUCTION

Basic first-aid knowledge is essential in the salon. No matter how careful a person may be, situations will arise when first-aid will need to be administered. Quick reaction time of the one administering the first-aid may make the difference between minor or major damage to the victim. When a situation arises where first-aid is needed, remember to keep calm and reassure the victim. Do not move the victim until help arrives.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe basic steps of first-aid. The student will demonstrate these competencies by completing an assignment sheet and a written test with a minimum of 100 percent accuracy.

PREREQUISITE

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with basic first-aid to their correct definitions.
2. List in order first-aid steps for minor cuts.
3. Describe treatment for burns.
4. Discuss first-aid given to electrical shock victims.
5. Select first-aid steps for eye injuries.
6. Identify first-aid steps for nose bleeds.
7. Describe first-aid given to fainting victims.
8. Indicate first-aid given to choking victims.
9. Determine first-aid for chemical reactions to the skin.
10. Sequence first-aid steps given to heat exhaustion victims.
11. Arrange in order steps for giving first-aid to seizure victims.
12. Analyze case studies for first-aid in salon situations. (Assignment Sheet 1)

PREPARATION

- Order materials listed in suggested resources.
    - Films, videotapes, and other media.
    - **CPR In Basic Life Support** - wallet cards from the American Heart Association. The first 100 are free; for additional cards there is a fee.
    - Posters, brochures, pamphlets, and other literature are available for class presentations from the American Red Cross and the American Heart Association.
- Invite guest speakers.
    - Invite the school nurse or a nurse from the local hospital, clinic, or doctor's office. An emergency room doctor could relate the types of first-aid used in hospitals.
    - Invite a representative from the local American Red Cross or American Heart Association to speak about CPR certification. This would be a good time to schedule certification classes.

      NOTE: The instructor should also have a knowledge of anatomy.
    - Invite a local health department representative or an emergency medical technician to be a resource person for this unit.
    - Invite a licensed cosmetologist who has some years of experience in a salon to relate some common accidents that occur requiring first-aid.
    - Invite a representative from the fire department to talk about chemical hazards and what type of first-aid to administer.

      NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.
- Be certain that you have a first-aid kit in class with all of the necessary material needed for minor emergencies.

DELIVERY

Objective 1

- Review the terminology and make sure that the students have a clear understanding of the definitions.
- Make a crossword puzzle, play a name game, or scrabble.
- Have students use each term in a sentence.

Objectives 2 through 11

- Invite the American Red Cross or American Heart Association to talk about first-aid and how to become CPR certified.

  NOTE: This would be a good time to schedule certification classes.
- Show the *Basic Life Support* training slides or video.
- Use either the American Heart Association or the American Red Cross manuals and workbooks to supplement material in this unit.
- Invite the school nurse, doctor, emergency medical technician, health department representative, or any other licensed medical person to talk about accidents and first-aid treatment. Have guests explain some of the most common accidents that students might experience and the type of first-aid that will be required.
- Show *First-Aid and Safety: Poisoning* and *Eye Injuries* to the class, 16 mm films.
- Invite representatives from the fire department and police department to talk about the type of first-aid they have to administer. Ask them to explain how they handle hazardous materials.
- Make sure that the students understand the importance of having a basic knowledge of first-aid.

APPLICATION

Objective 12

- Use Assignment Sheet 1 to analyze case studies of situations that may occur in a beauty salon.
- Let students relate some of their experiences.

- Invite a licensed cosmetologist to talk about some of the situations that occur in a salon and the type of first-aid given.
- Use Activity Sheet 1 to let the students make their own first-aid kit or one for the class to keep.
- If it is not possible for students to make a first-aid kit, they can keep the list for future reference.
- Have a nurse or fireman show the class what should be kept in a first-aid kit.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary material for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

Basic Life Support training slides and/or video for CPR distributed by the American Heart Association for a fee. The video comes in a set of six modules.

American Heart Association, 7320 Greenville Ave., Dallas, Texas 75231. Oklahoma teachers may write 2915 North Classen Blvd., Oklahoma City, 73106, or call (405) 521-9839.

The *Basic Life Support* training slides are available to Oklahoma teachers on a free-loan basis from the Media Resources Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

Eye Injuries
Color, 16 mm, 16 minutes, 1978, Churchill Films. This film follows American Red Cross recommendations of first-aid treatment for poison emergencies.

First-Aid and Safety: Poisoning
Color, 6 minutes, 1981, International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604. This film demonstrates the procedure for removing particles from under the eye lids.

NOTE: These films are available to Oklahoma teachers on a free-loan basis from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

UNIT REFERENCES

American Red Cross Standard First-Aid, and American Red Cross Multimedia Standard First-Aid Workbook, copyright 1979.

NOTE: Oklahoma and out-of-state teachers may order from the American Red Cross, 17th and D Street NW, Washington, D. C. 20006, (202) 737-8300. Local representatives of the American Red Cross and American Heart Association will also have the above listed materials.

Health Care Provider's Manual for Basic Life Support, American Heart Association, copyright 1988.

NOTE: Oklahoma teachers and out-of-state teachers may order from the address listed above.

PRETEST ANSWERS

ADMINISTERING BASIC FIRST-AID

II

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1
2	3, 4
3	5, 6
4	7
5	8, 9, 10
6	11
7	2, 12, 13
8	14, 15
9	16
10	17
11	18, 19, 20

ANSWER KEY

1.	b	6.	b	11.	a	16.	d
2.	c	7.	b	12.	a	17.	c
3.	a	8.	d	13.	d	18.	d
4.	c	9.	d	14.	a	19.	a
5.	d	10.	c	15.	d	20.	c

OBJECTIVE 12

Refer to answers to Assignment Sheet 1.

PRETEST | ADMINISTERING BASIC FIRST-AID | II

NAME________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. An invasion of tissues by bacteria is:

    a. Compress

    b. Contamination

    c. Fainting

    d. Wound

2. Reviving a person back to consciousness by artificial respiration and circulation is:

    a. Heimlich Maneuver

    b. First-Aid

    c. CPR

    d. Compress

3. Minor bleeding from cuts may be stopped by:

    a. Applying pressure

    b. Applying a bandage

    c. Cleaning the cut

    d. Flushing the cut

4. Cuts involving muscle and nerve tissues should be:

    a. Left alone

    b. Wrapped in a cloth

    c. Seen by a physician

    d. Bandaged

May be photocopied for student use.

5. Burns that have a reddish appearance and involve slight swelling and pain are:

   a. Fourth-degree

   b. Third-degree

   c. Second-degree

   d. First-degree

6. Burns that develop blisters are:

   a. First-degree

   b. Second-degree

   c. Third-degree

   d. Fourth-degree

7. Severity of an electrical shock depends on:

   a. What the victim was wearing

   b. Amount of current

   c. Type of electrical appliance used

   d. Type of flooring victim is on

8. Remove foreign objects from the eye with:

   a. Eye drops

   b. Tweezers

   c. Your fingers

   d. A clean handkerchief

9. If chemicals or a foreign object are in the eye, do not:

   a. Wash your hands

   b. Clean chemicals from eye

   c. Flush the eye with water

   d. Rub the eye

May be photocopied for student use.

10. When wiping chemicals from eyelids, wipe:

    a. Outer corner to inner corner

    b. Inner corner to outer corner

    c. Away from the eye

    d. To the center of the eye

11. To stop a nose bleed the initial step is to:

    a. Apply external pressure

    b. Call a physician

    c. Pack the nose with gauze

    d. Place head between knees

12. The following is not a symptom of fainting:

    a. Fever

    b. Dizziness

    c. Clammy skin

    d. Nausea

13. Fainting is caused by:

    a. Heart problems

    b. Lack of food

    c. High fever

    d. Lack of blood to brain

14. If a choking victim is coughing, you should:

    a. Not interfere

    b. Slap his/her back

    c. Give Heimlich Maneuver

    d. Give him/her water

May be photocopied for student use.

15. The thrusts administered during the Heimlich Maneuver should be:

a. Around the chest

b. Slow and upward

c. Downwards and quick

d. Upwards and quick

16. To remove chemicals from irritated skin, use:

a. Paper towel

b. Damp cloth

c. Facial tissue

d. Copious amounts of water

17. The first step of treating a heat exhaustion victim is:

a. Loosen the victim's clothing

b. Give victim salt water

c. Move victim out of heat

d. Call a physician

18. Seizures are usually associated with:

a. Fainting

b. Heat exhaustion

c. Choking

d. Epilepsy

19. The first step in aiding a seizure victim is:

a. Protect the victim's head

b. Clear the area

c. Call 911

d. Loosen tight clothing

May be photocopied for student use.

20. What should be done to a victim after a seizure:

  a. Shake victim awake

  b. Sprinkle water in victim's face

  c. Allow victim to sleep

  d. Leave victim on floor

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 12 **Analyze case studies for first-aid in salon situations.** SCORE _____

May be photocopied for student use.

ADMINISTERING BASIC FIRST-AID

OBJECTIVE 1

Match terms associated with basic first-aid to their correct definitions.

- **Compress**—a protective cover placed over a wound; a dressing
- **Contamination**—an invasion of tissues by bacteria; an infection
- **CPR (Cardiopulmonary Resuscitation)**—reviving a person with artificial respiration and manual artificial circulation back to full consciousness
- **Fainting**—a feeling of weakness and brief loss of consciousness due to the reduced flow of blood to the brain
- **First-aid**—immediate, temporary care given to a victim of an accident or sudden illness until the services of a physician can be obtained
- **Wound**—any injury causing a break in the skin or damage to tissues

OBJECTIVE 2

List in order first-aid steps for minor cuts.

In the salon, most minor cuts result from falls or the misuse of sharp objects such as scissors or razors. Minor cuts involve only the skin. Any cuts that involve other tissue, such as muscle and nerves, should be seen by a physician.

Performing first-aid on minor cuts

1. Cleanse the wound thoroughly. The wound should be cleansed with 10 volumes hydrogen peroxide to keep the cut from getting infected.

   CAUTION: Do not use soap. It may be dirty and contain germs, or the patient could have an allergic reaction.

2. Flush the wound with water. This will remove any contamination in the wound. Gently dry the area with a clean cloth.

3. Apply pressure to the wound and elevate it above heart level to stop bleeding.

   NOTE: Arm and hand injuries keep level with heart.

4. Apply a bandage to the cut. Inform the person with the wound that he/she should see a physician if signs of an infection appear. Use tissue or gauze to clot bleeding.

   NOTE: The scalp, hands, and face are the most vascular parts of the body. There are large amounts of capillaries in these areas.

OBJECTIVE 3 **Describe treatment for burns.**

At times in the salon a person may be burned by curling irons, infra-red lamps, pressing combs, or other appliances. Burns in the salon are usually first-degree or second-degree burns. First-degree burns have a reddish appearance and involve slight swelling and pain. Second-degree burns differ from first-degree in that blisters develop, swelling persists, and the skin (burns) appears to be wet. Third-degree burns are characterized by charred skin, slight pain, and no drainage from the burn.

Treating burns

1. **First-degree burns**--the majority of burns will be first-degree. When a first-degree burn is present, apply a cold water compress or immerse the burn in cold water. Gently blot the burn and apply a burn cream and a dressing if necessary.

2. **Second-degree burns**--When a second-degree burn is present, place the burn in cold water until the pain lessens. Then apply cold compresses to the burn and gently blot the area. Do not break blisters or remove skin tissue from the burn. Apply a sterile gauze bandage and keep affected area elevated.

   CAUTION: **Do not apply burn creams or sprays to severe burns.**

3. **Third-degree burns**--Wrap victim in dry, clean cloths and transport to nearest emergency room.

   NOTE: Chemical burns--Remove chemical irritants before you add burn cream or it may cause chemicals to react in skin.

OBJECTIVE 4 **Discuss first-aid given to electrical shock victims.**

When working with electrical appliances such as blow dryers and curling irons, there is always a possibility of electrocution. The seriousness of the electrical shock depends upon the length of contact time, the amount of current, and the person's general state of health.

If the victim quits breathing or has no pulse, CPR must begin as soon as possible. Make sure the victim is no longer in contact with the electrical source before touching the victim. Move the victim with a long, dry stick or disconnect the appliance.

NOTE: Determine if the victim has on a pacemaker.

Use a wooden broom stick to remove electrical wire or appliance away from victim. Use rubber brushes or combs to remove appliances. Use a wood stick, broom, or pole in the victim's belt to remove from hot wire.

OBJECTIVE 5 **Select first-aid steps for eye injuries.**

Injuries to the eyes can be very serious. Chemicals and/or foreign objects in the eye could result in blindness. When treating a person with an eye injury, make sure your hands have been thoroughly washed and do not allow the person to rub his/her eye.

Steps to performing first-aid on eyes

I. Removing foreign objects

A. Wash your hands.

B. Flush eye with copious amounts of water.

C. Open eyelid with thumb and index finger.

D. Flush eye by gently directing a stream of non-pressurized water into inner side of the eye.

CAUTION: Do not touch the edge of the water container to the eye. Put affected eye down and turn head sideways.

E. If the object is not embedded in the eye, lift it out with the corner of a clean handkerchief.

F. If the object is embedded, apply a dressing to the eye and seek medical assistance. Use a non-confining dressing placed over both eyes.

CAUTION: Do not let victim move eyes. Call 911.

II. Removing chemicals

A. Wash your hands.

B. Moisten a clean cloth with water and clean any chemical from the eyelid.

CAUTION: Wipe directly away from eye.

C. Open victim's eyelid with thumb and index finger.

D. Flush the victim's eye with copious amounts of water.

E. Have victim see a doctor for any injury to the eye.

OBJECTIVE 6 **Identify first-aid steps for nose bleeds.**

Nose bleeds can occur as a result of an injury or a disease such as high blood pressure. The following are steps that should be followed to stop a nose bleed.

Stopping nosebleeds

1. Keep victim calm.
2. Seat the victim leaning forward.
3. Put direct pressure on the fleshy part of the nose.

   CAUTION: Do not put any object in the nostrils.

4. If there is a possibility that the nose is broken or bleeding will not stop, advise victim to see a physician.

OBJECTIVE 7 **Describe first-aid given to fainting victims.**

Loss of consciousness for a short period of time, or fainting, is caused by a decrease of blood supply to the brain. Look for the symptoms appearing before a person faints.

SIGNS (What you see)	SYMPTOMS (What they will tell you)
Paleness	Dizziness
Sweating	Weakness
Cold/clammy skin	Nausea
Vomiting	Numbness of feet/hands and/or lips
Blue lips and nail bed	Vision
Rapid breathing	

If any of these symptoms appear, place the person in a reclining position and/or set the person down with his/her head level with his/her knees. The following are the steps to follow if a person faints.

First-aid for fainting victims

1. Cushion the victim's fall if possible.
2. Do not move the victim.
3. Loosen restrictive clothing from victim.
4. Roll the victim on his/her side if he/she begins to vomit.
5. Wipe out the victim's mouth if necessary.
6. Keep airway open.
7. Gently wipe the victim's face with a cool, wet cloth.
8. Check for any injuries from the fall.
9. Call 911 under all circumstances.

OBJECTIVE 8

Indicate first-aid given to choking victims.

Choking usually occurs during eating. As long as the victim is able to cough, do not interfere. Watch the victim. When the victim grabs at his/her throat and cannot cough, speak, or breathe, ask if he/she is choking. If he/she nods **yes**, the Heimlich Maneuver must be administered.

NOTE: Follow current standards of the American Heart Association.

First-aid for choking victims

1. Stand behind the victim and wrap your arms around his/her waist.
2. Make a fist with one hand placing the thumb side against the victim's stomach. Place your other hand over your fist.
3. "Hug" the victim with quick upward thrusts.
4. Repeat the thrusts until the foreign object is dispelled and the airway is opened.

OBJECTIVE 9

Determine first-aid for chemical reactions to the skin.

Stylists, as well as clients, come in contact with a variety of chemicals in the salon. People with sensitive skin or allergies may develop a reaction to chemicals such as those in hair tints and permanent wave solutions. Symptoms of a chemical reaction to the skin are red patches that may burn or itch and blistering or swelling of the skin.

First-aid for chemical reactions to the skin

1. Lightly blot the area of the reaction with a cool, damp cloth. This will remove the chemical from the skin.

   CAUTION: Do not rub the skin. Rubbing the skin will irritate the skin more.

2. Flush the area of the reaction with copious amounts of cold water until burning is gone or reaction has stopped.
3. Gently towel blot the area. If there are no blisters present, apply a burn cream or ointment. If burning and swelling continue, advise the victim to see a physician.

OBJECTIVE 10

Sequence first-aid steps given to heat exhaustion victims

Heat exhaustion occurs when a person's intake of water is less than the amount of water the body loses through sweating.

SIGNS	SYMPTOMS
Pale	Headache
Cool	Weakness
Clammy skin	Nausea
Flushed skin	Shortness of breath
Fainting	

First-aid for heat exhaustion

1. Move the victim out of the heat, preferably into an air-conditioned room.

2. Loosen the victim's clothes.

3. Apply cool, wet cloths to cool the victim.

4. Give victim any commercial re-hydration liquid.

    CAUTION: Do not give salt water to victim. It may cause illness, vomiting, ospleotion, or pneumonia.

5. Allow victim to drink unassisted in small quantities.

    CAUTION: If victim cannot hold container, do not allow to drink liquid.

6. Call 911.

OBJECTIVE 11

Arrange in order steps for giving first-aid to seizure victims.

A seizure occurs when different areas of the brain are electrically stimulated and an individual loses control. Seizures are usually associated with epilepsy but can also be caused by stress. The following steps should be followed if a person is having a seizure.

First-aid for seizure victims

1. Protect the victim's head by gently holding it in your hands.

    CAUTION: Turn the victim's head to one side. This keeps the victim from choking on saliva or his/her tongue. Do not put your fingers or any other objects in the victim's mouth.

2. Clear the area around the victim. Give the victim room to move.
3. Do not try to move the victim. Leave the victim on the floor.
4. Loosen tight clothing and allow the victim to sleep after the seizure.
5. If the seizure lasts longer than 5 minutes or the victim goes into another seizure, contact 911 immediately.

ACTIVITY SHEET 1

ADMINISTERING BASIC FIRST-AID

II

NAME________________________ SCORE__________

Complete a first-aid kit survival list.

DIRECTIONS

Interview a nurse, licensed cosmetologist, medical doctor and/or emergency medical technician. Find out what items are necessary for a first-aid kit. After completing your list, check the classroom first-aid kit. Make note of the missing, damaged, and/or unnecessary items.

1. Consumable supplies needed.

2. Equipment needed.

3. Classroom first-aid kit assessment.

Life Science

- Investigate health issues

Interactive Communication

- Apply questioning techniques
- Conduct/receive interviews
- Communicate with professional colleagues and associates

General Relating

- Interact with professional colleagues and associates

Cognitive Activities

- Collect/record information

ASSIGNMENT SHEET 1 | *ADMINISTERING BASIC FIRST-AID*

NAME ______________________________ SCORE __________

OBJECTIVE 12 **Analyze case studies for first-aid in salon situations.**

INTRODUCTION Objectives 2 through 12 of this unit deal with various situations in which first-aid is needed. The questions on this assignment sheet emphasize these areas.

DIRECTIONS Briefly explain what to do in each situation.

1. A patron in the salon has complained of chest pains. Suddenly she grabs her chest and falls to the floor. You check for breathing and a pulse but find neither. What should you do?

   ____

   ____

   ____

   ____

2. You are giving a permanent wave to a patron. As you apply the waving solution, some of the chemicals drip into the patron's eye. What should you do?

   ____

   ____

   ____

   ____

3. In your salon, a patron suddenly falls to the floor and begins to have a seizure. What must you do?

   ____

   ____

   ____

   ____

Reading Comprehension

- Draw conclusions
- React to written material

Language

- State ideas clearly

General Relating

- Apply information to life experiences

Cognitive Activities

- Analyze/synthesize information
- Devise a solution

4. You are styling a patron's hair and burn him or her on the forehead with a curling iron. How do you treat the burn?

____

____

____

____

5. During a haircut, you cut the skin between your fingers with the scissors. What should you do?

____

____

____

____

6. Another stylist in the salon is eating. He begins to choke on the food and is unable to cough. What should you do?

____

____

____

____

ASSIGNMENT ANSWERS | *ADMINISTERING BASIC FIRST-AID* | *II*

1. Use American Red Cross or American Heart Association guidelines for CPR.

2. Wash your hands. Moisten a clean cloth with water and clean any chemical from the eyelid. Open the victim's eyelid with thumb and index finger. Flush victim's eye with copious amounts of water. Have victim see a doctor for any injury to the eye.

3. Protect the victim's head by gently holding it in your hands. Clear the area around the victim. Give the victim room to move. Do not try to move the victim. Leave the victim on the floor. Loosen tight clothing and allow victim to sleep after the seizure. If the seizure lasts longer than 5 minutes or the victim goes into another seizure, contact 911 immediately.

4. Apply a cold water compress to the burn and blot the area dry. Apply a burn cream to the area and a dressing if necessary.

5. Clean the wound and flush with water. Apply pressure to stop the bleeding and then apply a bandage to the cut.

6. Stand behind the victim and wrap your arms around his/her waist. Make a fist with one hand placing the thumb side against the victim's stomach. Place your other hand over your fist. "Hug" the victim with quick upward thrusts. Repeat the thrusts until the foreign object is dispelled and the airway is opened.

WRITTEN TEST

ADMINISTERING BASIC FIRST-AID

II

NAME______________________________ SCORE__________

OBJECTIVE 1

Match terms associated with basic first-aid to their correct definitions.

___ 1. Immediate, temporary care given to a victim of an accident or sudden illness

___ 2. An invasion of tissues by bacteria

___ 3. Any injury causing a break in the skin or damage to tissue

___ 4. A feeling of weakness and brief loss of consciousness due to lack of blood to the brain

___ 5. Reviving a full arrest victim with artificial respiration and manual artificial circulation

___ 6. A protective cover placed over a wound

a. Compress
b. Compression
c. Contamination
d. CPR
e. Fainting
f. First-aid
g. Ventilating
h. Wound

OBJECTIVE 2

List in order first-aid steps for minor cuts.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

OBJECTIVE 3

Describe treatment for burns.

1. First-degree burns

____

____

____

May be photocopied for student use.

2. Second-degree burns

3. Third-degree burns

OBJECTIVE 4 **Discuss first-aid given to electrical shock victims.**

OBJECTIVE 5 **Select first-aid steps for eye injuries.**

1. Removing foreign objects

   a.

   b.

   c.

   d.

   e.

   f.

2. Removing chemicals

   a.

   b.

May be photocopied for student use.

c. ______________________________

d. ______________________________

e. ______________________________

OBJECTIVE 6 Identify first-aid steps for nose bleeds.

OBJECTIVE 7 Describe first-aid given to fainting victims.

OBJECTIVE 8 Indicate first-aid given to choking victims.

OBJECTIVE 9 Determine first-aid for chemical reactions to the skin.

May be photocopied for student use.

____

____

____

OBJECTIVE 10 **Sequence first-aid steps given to heat exhaustion victims.**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

OBJECTIVE 11 **Arrange in order steps for giving first-aid to seizure victim.** Write 1 by the first step, 2 by the second step, and so on.

___ A. Turn the victim's head to one side to keep him/her from choking.

___ B. Loosen tight clothing and allow victim to sleep after the seizure.

___ C. Clear the area around the victim.

___ D. Protect the victim's head by gently holding it in your hands.

___ E. If the seizure lasts longer than 5 minutes or the victim goes into another seizure, contact a doctor.

___ F. Do not move victim. Leave victim on the floor.

___ G. Do not put your fingers or any other object in the victim's mouth.

NOTICE The following Assignment Sheet is not a part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 12 **Analyze case studies for first-aid in salon situations.** SCORE _____

May be photocopied for student use.

WRITTEN TEST ANSWERS

ADMINISTERING BASIC FIRST-AID

II

OBJECTIVE 1

1. f
2. c
3. h
4. e
5. d
6. a

OBJECTIVE 2

1. Cleanse the wound with 10 volumes hydrogen peroxide.
2. Flush the wound with water.
3. Apply pressure and elevate the wound.
4. Apply a bandage to the wound.

OBJECTIVE 3

1. Apply a cold water compress or immerse in cold water. Gently blot dry and apply burn cream and dressing if necessary.
2. Place burn in cold water until pain lessens. Apply cold compresses, gently blot dry, then apply a sterile gauze bandage.
3. Wrap victim in clean, dry cloths and transport to emergency room.

OBJECTIVE 4

Move source from victim by using a long, dry, stick or disconnect the source. Check for pulse and breathing. If either is absent, begin CPR and call 911.

OBJECTIVE 5

1. a. Wash your hands.
   b. Flush the eye with water.
   c. Open eyelid.
   d. Flush eye starting at the inner side.

e. Lift out object with corner of clean handkerchief.

f. Apply dressing and advise victim to see doctor if object is embedded.

2. a. Wash your hands.

b. Clean chemicals from eyelid with clean cloth.

c. Open eyelid.

d. Flush eye with water for 15 minutes.

e. Advise victim to see a doctor.

OBJECTIVE 6

Keep the victim calm. Seat the victim in a reclining or forward position. Apply external pressure. If bleeding persists, place a small piece of gauze into the nostril and apply pressure. If bleeding does not stop, see a physician.

OBJECTIVE 7

Cushion the victim's fall and do not move the victim. Loosen restrictive clothing, roll victim on his or her side if vomiting occurs. Keep an open airway. Gently wipe the victim's face with a cool, wet cloth. Check for signs of injury and call 911.

OBJECTIVE 8

Perform the Heimlich Maneuver. Stand behind the victim and wrap your arms around victim's waist. Make a fist with one hand and place the other hand over the fist and quickly "hug" the victim with upward thrusts. Repeat until foreign object is dispelled.

OBJECTIVE 9

Lightly blot the area with a cool damp cloth. Flush the reaction area with copious amounts of water. Gently towel blot and apply burn cream if no blisters are present.

OBJECTIVE 10

1. Move victim out of heat.
2. Loosen clothing and apply cool, wet cloths.
3. Let victim sip commercial re-hydration fluids.
4. Call 911.

OBJECTIVE 11	A. 2 B. 6 C. 4 D. 1 E. 7 F. 5 G. 3
OBJECTIVE 12	Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

EXHIBITING SAFETY PROCEDURES

III

INTRODUCTION

As a future employee of the cosmetology field, it is very important that you are knowledgeable of the basic safety procedures that are required of all its employees. Due to the types of bacteria and hazardous material forms you will encounter, employees of the cosmetology field must be particularly conscious of safety procedures.

UNIT OBJECTIVES

After completing this unit, the student should be able to describe basic safety procedures required in the cosmetology field. The student will demonstrate these competencies by completing an assignment sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with safety procedures to their correct definitions.
2. Describe general salon safety rules.
3. List general safety rules for electricity.
4. Match different types of bacteria encountered in a salon with their characteristics.
5. Discuss sterilization practices used in a salon.
6. List hazardous materials found in a salon.
7. Complete a safety crossword puzzle. (Assignment Sheet 1)

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes and other media.
- Invite guest speakers.
  - Invite a safety inspector to speak to the class.
  - Invite a state board inspector to speak to the class.

    NOTE: Provide the guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Invite a safety inspector to come to the class and speak.

Objective 2

- Show video *Slips and Falls*.
- Tell students how important safety is in the salon.

Objective 3

- Show video *Electrical Safety*.
- Have students conduct a check of all electrical cords in the class and make needed repairs.
- Show Transparency Master 1, "Safety Hazzards Frequently Found in the Salon," and discuss.
- Show Transparency Master 2, "Salon Safety," and discuss.

Objectives 4 and 5

- Invite a state board inspector to speak to the class.
- Tell students the importance of sterilization and sanitation and have them practice both.

Objective 6

- Show video *Chemical Safety 1*.
- Show video *Chemical Safety 2*.
- Show Transparency Master 3, "Chemical Hazards," and discuss.

APPLICATION

Objective 7

- Use Assignment Sheet 1 for practice in safety.
- Have students read and sign Activity Sheet 1. They should also take the Safety Pledge home for parent's or guardian's signature.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Slips and Falls*, VHS color, 24 minutes, 1984.
- *Electrical Safety*, VHS color, 29 minutes, 1988.
- *Chemical Safety I*, VHS color, 20 minutes, 1985.
- *Chemical Safety II*, VHS color, 21 minutes, 1985.

NOTE: These videos are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these videos from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers should check with their resource centers.

UNIT REFERENCES

- Healy, Mary. "Sterilization and Sanitation in a Dangerous Age." *National Beauty School Journal*, 3839 White Plains Road, Bronx, New York 10467-5394, January, 1988.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Milady Publishing Company, 3839 White Plains Road, Bronx, New York 10467, 1990.

PRETEST ANSWERS

EXHIBITING SAFETY PROCEDURES *III*

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	3, 9, 15, 21
2	1, 7, 12, 14, 19
3	5, 10, 16, 20
4	4, 8, 18, 22
5	2, 11, 23, 24, 25
6	6, 13, 17

ANSWER KEY

1. d
2. c
3. c
4. b
5. c
6. b
7. c
8. c
9. a
10. b
11. b
12. a
13. c
14. b
15. b
16. d
17. c
18. d
19. a
20. b
21. d
22. a
23. d
24. d
25. d

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

PRETEST

EXHIBITING SAFETY PROCEDURES

III

NAME______________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. Chemicals should be:
    a. Left out where they can be seen
    b. Hidden from patrons
    c. Kept in warm areas
    d. Stored properly

2. Disinfectants:
    a. Kill all bacteria
    b. Are harmful to the skin
    c. Destroy most bacteria
    d. Cause implements to rust

3. Bacteria that are round in shape are known as:
    a. Bacilli
    b. Spirilla
    c. Cocci
    d. Pathogenic

4. A virus is caused by:
    a. Non-pathogenic bacteria
    b. Pathogenic bacteria
    c. Unsanitary conditions
    d. Dead vegetation

5. Check electrical cords periodically for:
    a. Newness
    b. Repairs
    c. Frays or breaks
    d. Manufacturer's warnings

6. An example of a flammable liquid found in a salon would be:
    a. Finger wave lotion
    b. Permanent wave lotion
    c. Tap water
    d. Tube hair color

May be photocopied for student use.

7. If you spill liquid on the floor:

   a. Ask someone else to wipe it up
   b. Leave it and clean up at the end of the day
   c. Wipe it up immediately
   d. Ignore it

8. Diseases such as blood poisoning and scarlet fever are caused by:

   a. Staphylococci
   b. Diplococci
   c. Streptococci
   d. Spirillum

9. A germ is also known as a microbe or:

   a. Bacteria
   b. Formalin
   c. Spirilla
   d. Non-pathogenic

10. Unplug a cord by:

    a. Pulling it from the socket
    b. Holding the plug and removing it
    c. Yanking it with your feet
    d. Pulling the plug at an angle

11. An example of a sterilization method is:

    a. Wiping an implement off after use
    b. Boiling an implement
    c. Washing an implement with soap and water
    d. Placing a clean implement in a drawer

12. Appliances left on overnight:

    a. Can cause a fire
    b. Will be ready to use the next day
    c. Are too hot to use the next day
    d. Have a tendency to burn out

13. Artificial nail liquids:

    a. Are a health hazard
    b. Contain mild chemicals
    c. Are flammable
    d. Are not to be used near other chemicals

May be photocopied for student use.

14. Left-over chemicals in the bottle should be:

a. Kept for later use
b. Disposed of properly
c. Thrown in the trash
d. Used for experimenting

15. A chemical solution that destroys harmful bacteria is an/an:

a. Hazard
b. Disinfectant
c. Bacilli
d. Bactericide

16. Each socket should only have:

a. One extra adaptor
b. Up to three appliances plugged into it
c. One heavy duty adaptor
d. One appliance plugged into it

17. Canned hair spray is:

a. Combustible
b. Flammable
c. Both a and b
d. Neither a or b

18. Diplococci grow:

a. Extremely fast
b. In triplicate
c. Slowly
d. In pairs

19. When you get a new product or appliance:

a. Read the manufacturer's directions
b. Use it immediately
c. Practice with it before using on a patron
d. Fill out the warranty

20. When you finish using an appliance:

a. Leave it plugged in for the next time
b. Unplug it
c. Put it out of sight
d. Clean it off immediately

May be photocopied for student use.

21. Harmless bacteria are also known as:

   a. Bacteria
   b. Pathogenic
   c. Cocci
   d. Non-pathogenic

22. Lockjaw is caused by what type of bacteria:

   a. Bacilli
   b. Cocci
   c. Spirilla
   d. Diplococci

23. An ultra-violet ray sanitizer is used to keep implements:

   a. From being exposed to air
   b. Dry and dust free
   c. Combs and brushes out of the way
   d. Clean and sanitary

24. Clean your combs and brushes:

   a. As needed
   b. Once a day
   c. Every other week
   d. After each use

25. Clean small cuts in the skin with:

   a. 37 volume hydrogen peroxide
   b. 15 volume hydrogen peroxide
   c. 20 volume hydrogen peroxide
   d. 3 volume hydrogen peroxide

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 7 **Complete a safety crossword puzzle.** SCORE _____

May be photocopied for student use.

EXHIBITING SAFETY PROCEDURES

OBJECTIVE 1

Match terms associated with safety procedures to their correct definitions.

- **Bacilli**—bacteria having a rod shape
- **Bacteria**—a germ or microbe found in soil, water, organic matter, and diseased tissue
- **Bactericide**—a substance having the ability to kill bacteria
- **Cocci**—bacteria having a round shape
- **Disinfectant**—a chemical solution that destroys harmful bacteria
- **Formalin**—a formaldehyde solution
- **Non-pathogenic**—a harmless type of bacteria
- **Pathogenic**—a harmful or disease causing bacteria
- **Quaternary ammonium compounds** (Quats)—a solution used to sanitize implements
- **Sanitation**—to keep objects clean and sanitary to promote prevention of disease
- **Spirilla**—bacteria having a spiral or corkscrew shape
- **Sterilization**—the process of making an object free from bacteria
- **Volume**—by weight

OBJECTIVE 2

Describe general salon safety rules.

Safe salon practices are essential ingredients for a successful business. These practices include chemical safety, public hygiene, electrical safety, and a knowledge of beneficial and harmful bacteria. General salon safety rules should always be followed:

1. Cleaning up any spill immediately. Liquid or powder on the floor can cause a minor or serious injury.
2. Sweeping up cut hair as soon as the hair-cut is finished. Loose hair on the floor can be extremely slick.

3. Turning off all electrical appliance at the close of the day. Appliances left on overnight are fire hazards.

4. Keeping all chemicals in proper storage area and with correct labels. This helps avoid spoilage, combustion, and incorrect use.

5. Emptying chemical contents from bottles before dispensing them in a sink. Chemicals can spill out in the trash and mix together causing a reaction such as fire.

6. Keeping all emergency numbers posted by each telephone in the salon. Accidents and emergencies do happen, and you need to be prepared.

7. Reporting **any** accident to the person in charge. A minor injury may turn out to be major and this information may be needed later. Protect yourself, your clients, and your salon from a lawsuit.

8. Reading manufacturer's directions for each appliance and chemical used in your business.

OBJECTIVE 3 **List general safety rules for electricity.**

Electricity is vital to the cosmetology business. Much of the equipment is run on electricity, not to mention the lighting, temperature control system, and possibly the hot water system. Electricity is very beneficial to the cosmetologist, but it can also be extremely dangerous if not handled properly. Certain safety precautions should always be followed when dealing with electricity.

1. Each piece of electrical equipment purchased for a salon will come with instructions. Read these carefully; they are included for your protection.

2. Check electrical cords periodically for breaks or frays. Repair any irregularities immediately to avoid a possible fire hazard.

3. Plug in and remove plugs properly. Do not pull the cord from the socket to unplug an appliance.

4. Plug only one appliance into a socket. Overloading a socket can cause it to blow continually by drawing too much power to one location. This in turn can become a fire hazard.

5. Know where the circuit breaker is in your school or salon. This allows you to cut power to any area immediately.

6. When you finish with an appliance unplug it until you need it again. This habit will keep you from leaving power on all night which could start a fire.

OBJECTIVE 4

Match different types of bacteria encountered in a salon with their characteristics.

Bacteria are germs or microbes found in soil, water, organic matter, and diseased tissue. Bacteria grow and reproduce in their active stage. They reproduce by dividing in half, and each new cell continues to grow and divide. The following types of bacteria are some you need to know and may encounter throughout your cosmetology career.

1. **Pathogenic bacteria**—a disease-producing or harmful bacteria. Example: virus
2. **Non-pathogenic bacteria**—a harmless or beneficial bacteria which decomposes dead vegetation and animals and fertilizes soil. Example: fungi
3. **Cocci**—a round-shaped bacteria
4. **Streptococci**—a bacteria which causes diseases such as blood poisoning, acute sore throat, scarlet fever, and rheumatic fever
5. **Staphylococci**—pus-forming organisms causing boils, abscesses, carbuncles, pustules, and food poisoning
6. **Diplococci**—a parasitic bacteria which causes diseases such as measles, influenza, and pneumonia. Diplococci grow in pairs
7. **Bacilli**—a rod-shaped bacteria which causes diseases such as Tetanus (lockjaw), typhoid fever, dysentery, and tuberculosis
8. **Spirilla**—a corkscrew or spiral-shaped bacteria which causes syphilis

OBJECTIVE 5

Discuss sterilization practices used in a salon.

Sterilization practices are very important to the salon. The cleanliness of a salon has a lot to do with its future as a business. All implements in a salon need to be sanitized or sterilized after each use to prevent the spread of disease.

STERILIZATION

There are two methods of sterilization: physical and chemical. Physical sterilization includes moist heat, such as boiling water; dry heat, such as baking; or the use of ultra-violet rays. The process of sterilizing by using moist heat is one most commonly seen in the medical profession. It is used to kill bacteria and spores. The baking method of sterilization is used on towels and other such materials found in a salon. An ultra-violet ray sanitizer is found in cabinet form. Implements that have been sterilized by chemical means are kept in the cabinet to remain sanitary until needed.

Chemical means of sterilization include iodine or merthiolate for small cuts or wounds and boric acid to be used as an eyewash. Alcohol is used to clean any metal or glass used. Examples include scissors, razor, or electrode. Hydrogen peroxide in a 3% solution is also good for small cuts or wounds. This helps stop infection. All of the above chemicals are antiseptics. Antiseptics kill or slow down the growth of bacteria.

The other chemical means of sterilization is by using a disinfectant. Disinfectants destroy almost all bacteria found on implements. In a salon the most common disinfectant used is quaternary ammonium compounds or quats for short. The quats are mixed in a 1:1000 solution for most of its uses. Formaldehyde in a 40% strength is also used for sterilizing implements. To sterilize a room or large equipment use cresol, which is more commonly known as lysol.

Combs and brushes are cleaned after each use. This is done using the following process: remove all hair and rinse with soap and water, immerse in a quats solution which is in a wet sanitizer, remove implements and rinse, allow to dry and store in a dry sanitizer. Larger pieces of equipment may be washed with a chemical sterilizer solution.

OBJECTIVE 6 **List hazardous materials found in a salon.**

Much of your work as a cosmetologist will deal with chemicals. These chemicals are flammable or combustible. As a professional in this field you must know proper handling of these products, as well as have the ability to identify them.

1. **Permanent wave lotion**—contains ammonium thioglycolate
2. **Neutralizer**—hydrogen peroxide or sodium bromite
3. **Permanent hair color**—para-phenylene-diamine or a related chemical compound
4. **Developer**—peroxide, 10 volume strength to 40 volume strength

5. **Hair lighteners**—oil lightener, cream lightener, powder or paste lightener

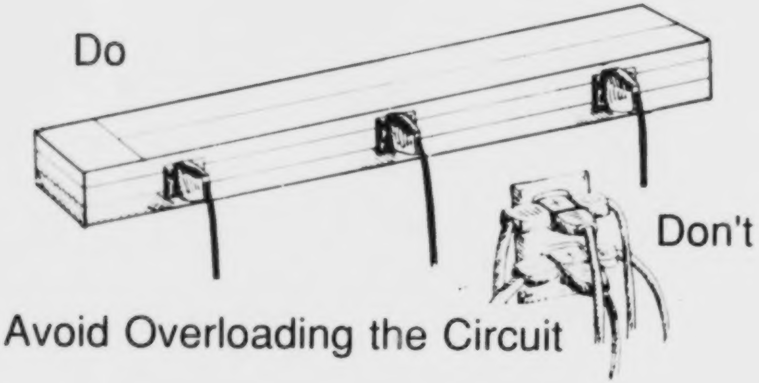
6. **Color strippers**—may contain any of the following: sulfonated oil, hydrogen peroxide, sodium hydrosulfite, acids, acids, or glycerine

7. **Chemical hair relaxer**—either sodium hydroxide or ammonium thioglycolate

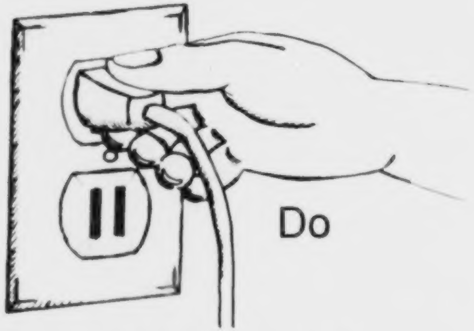
8. **Artificial nail liquids**—brands vary, each contains a highly flammable chemical

Listed above are specific products and their hazardous chemical content. There are many more flammable products found in a salon, including hair spray, alcohol, hydrogen peroxide, and nail polish remover. Other products are combustible as well as flammable, for example, canned hair spray, mousse, and canned color. Read the manufacturer's directions for use and storage for each product you use in your place of business.

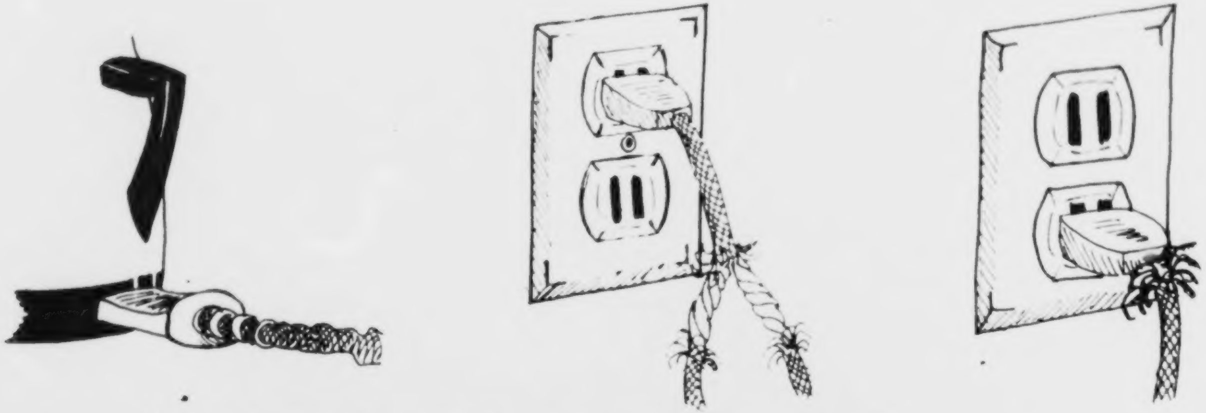
Safety Hazards Frequently Found in the Salon



Avoid Overloading the Circuit



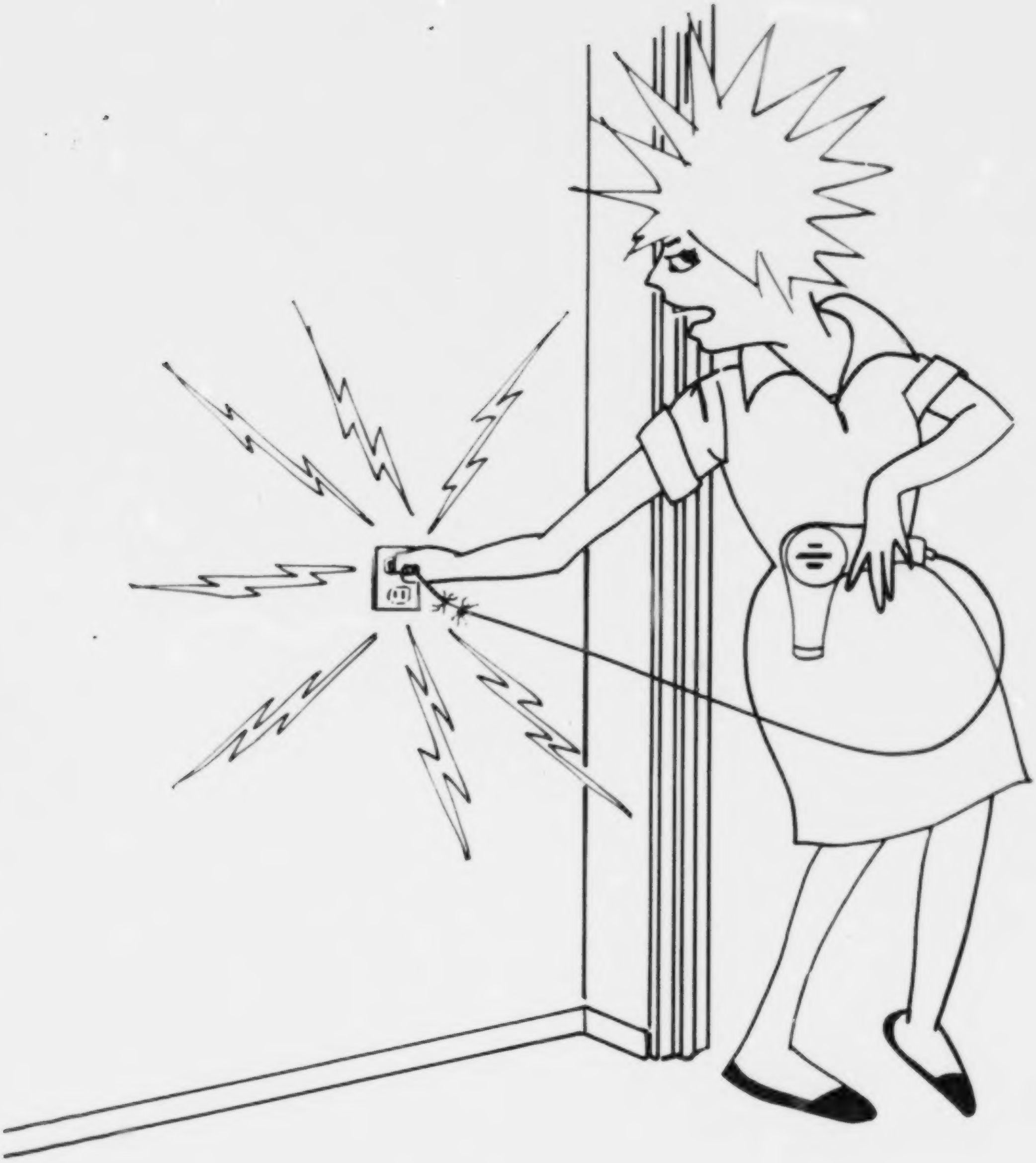
Remove Plug Properly



Avoid Using Frayed or Worn Cords

TRANSPARENCY MASTER 1 - Cosmetology Core
CIMC - III - 19

Salon Safety?



Chemical Hazards

CAUTION!
FLAMMABLE

ACTIVITY SHEET 1

EXHIBITING SAFETY PROCEDURES

III

NAME_________________________________ SCORE______________

Safety Pledge

INTRODUCTION

The first six objectives in this unit deal with areas of safety in the cosmetology field. The form below is a safety pledge from you, the student, to your instructor and school.

DIRECTIONS

Read the following form. Fill in your name and when you have finished reading the form, sign and date it. Also, take it home for your parents to read and sign. Return the pledge to your instructor.

Reading Comprehension

- React to written material
- Gain factual information

Functional Reading

- Follow written instruction

Functional Writing

- Complete forms and records

Job Acquisition/ Development Skills

- Practice good work habits/attitudes

_________________________________, who is enrolled in vocational cosmetology will, as a part of the shop experience, operate implements and equipment providing that his/her parent or guardian gives written permission.

It is understood that each student will be given proper instruction, both in the use of the equipment and in correct safety procedures concerning it, before being allowed to operate it alone. The student must assume responsibility for following safe practices, and we therefore ask that the student subscribe to the following safety pledge.

1. I promise to follow all safety rules for the shop.
2. I will not ask permission to use a particular implement unless I have been instructed in its use.
3. I will report any accident or injury to the teacher immediately.

DATE________STUDENT'S SIGNATURE__________________

I hereby give my consent to allow my son or daughter to operate all implements and equipment necessary in carrying out the requirements of the course in which he/she is enrolled.

DATE________PARENT'S SIGNATURE___________________

(**NOTE:** Parental consent is necessary only if the student is a minor.)

ASSIGNMENT SHEET 1

EXHIBITING SAFETY PROCEDURES

III

NAME______________________________ SCORE____________

OBJECTIVE 7

Complete a safety crossword puzzle.

INTRODUCTION

Objectives one through six deal with safety in the cosmetology field. This assignment sheet emphasizes areas of safety on a salon.

DIRECTIONS

Identify the word or phrase associated with each statement. Fill in the corresponding space on the crossword puzzle.

Across

5. A formaldehyde solution
8. Keep all emergency numbers posted by each _________.
10. To keep objects clean and sanitary to promote prevention of disease
11. Hair spray, alcohol, hydrogen peroxide and nail polish removers are _________.
12. Method of sterilization used on towels
14. A solution used to sanitize implements
15. Electrical cords should be checked periodically for breaks and _________.
16. A chemical solution that destroys harmful bacteria

Down

1. A parasitic bacteria which grows in pairs
2. The process of making an object free from bacteria
3. A substance having the ability to kill bacteria
4. A bacteria which causes diseases such as acute sore throat and scarlet fever
6. A harmful of disease-causing bacteria
7. Pus-forming organisms causing boils, abscesses, carbuncles, and food poisoning
9. Clean up any spill _________.
13. A harmless type of bacteria.

Reading Comprehension

- Apply word analysis techniques

Functional Reading

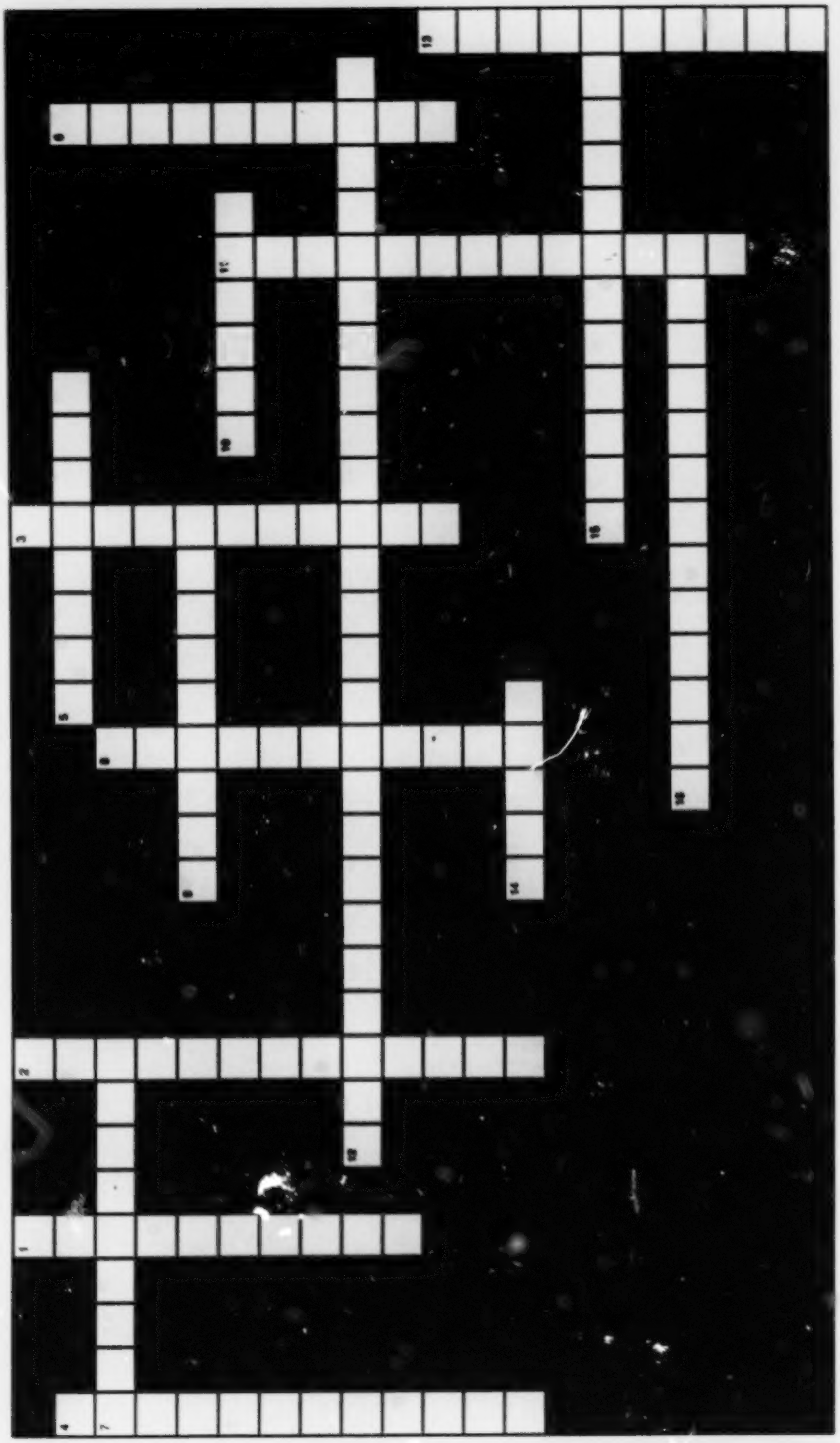
- Use content area vocabulary

Language

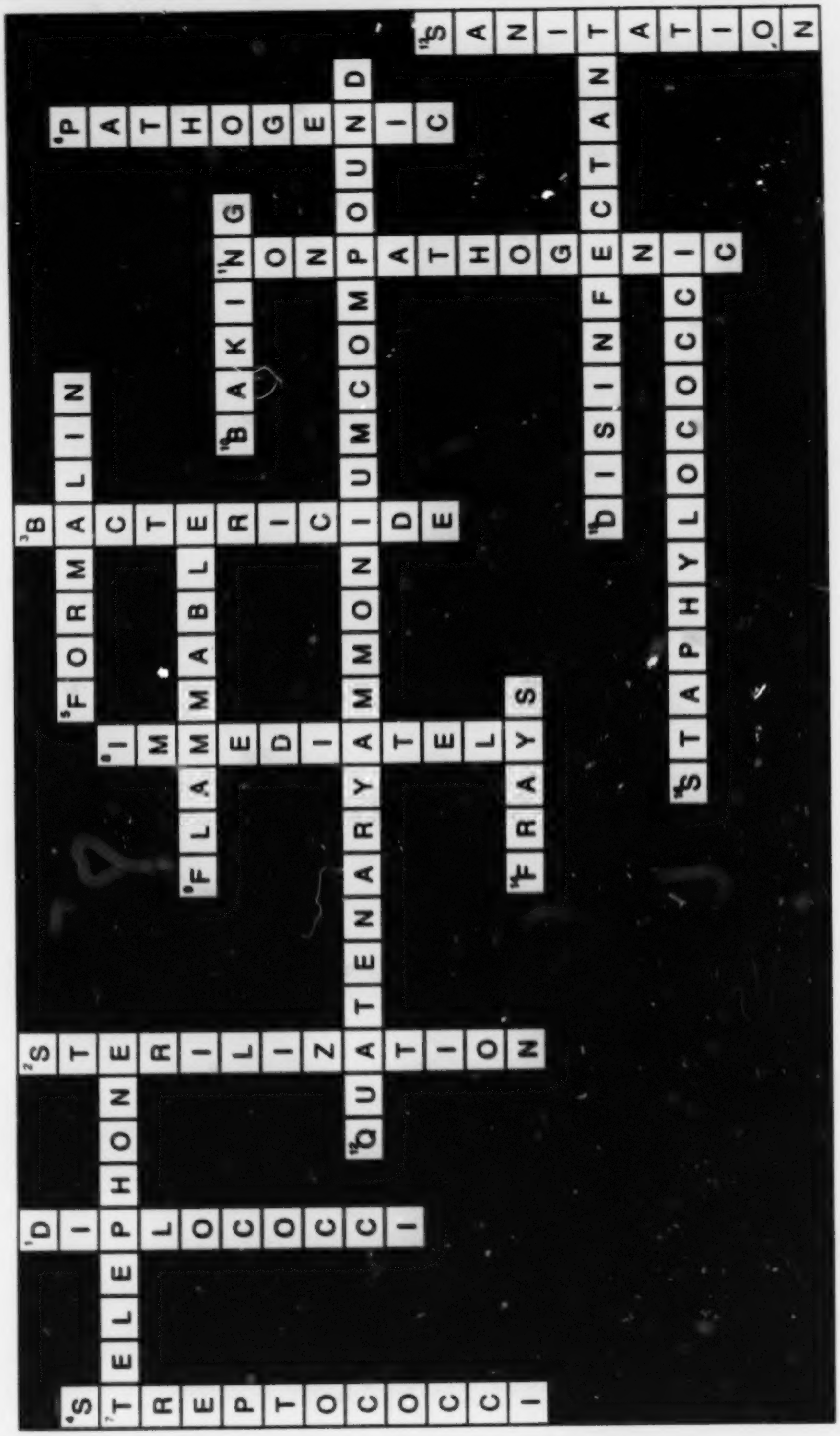
- Use standard grammar and correct spelling, punctuation, and capitalization

Life Science

- Identify/classify living organisms
- Investigate health issues



ASSIGNMENT SHEET 1



WRITTEN TEST

EXHIBITING SAFETY PROCEDURES

III

NAME____________________ SCORE__________

OBJECTIVE 1

Match terms associated with safety procedures to their correct definitions.

____1. A formaldehyde solution

____2. A germ or microbe found in soil, water, organic matter, and diseased tissue

____3. The process of making an object free from bacteria

____4. A solution used to sanitize implements (quats)

____5. A harmful or disease-causing bacteria

____6. Bacteria having a round shape

____7. A chemical solution that destroys harmful bacteria

____8. A harmless type of bacteria

____9. By weight

____10. Bacteria having a rod shape

____11. To keep objects clean and sanitary, to promote prevention of disease

____12. Bacteria having a spiral or corkscrew shape

____13. A substance having the ability to kill bacteria

a. Sanitation

b. Disinfectant

c. Sterilization

d. Bacilli

e. Bactericide

f. Bacteria

g. Spirilla

h. Pathogenic

i. Formalin

j. Quaternary ammonium compounds

k. Cocci

l. Non-pathogenic

m. Volume

May be photocopied for student use.

OBJECTIVE 2 Describe general salon safety rules.

OBJECTIVE 3 List general safety rules for electricity.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

May be photocopied for student use.

OBJECTIVE 4 **Match different types of bacteria encountered in a salon with their characteristics.**

_____1. A rod-shaped bacteria causing diseases such as lockjaw

_____2. Harmful bacteria, causes a virus

_____3. Causes diseases such as measles, or pneumonia and grows in pairs

_____4. A harmless or beneficial bacteria which decomposes dead vegetation and animals and fertilizes soil

_____5. A corkscrew or spiral-shaped bacteria, causes syphilis

_____6. Causes such diseases as blood poisoning, acute sore throat, and scarlet fever

_____7. A round-shaped bacteria

_____8. Pus-forming organism, causes boils, abscesses

a. Bacilli

b. Diplococci

c. Pathogenic

d. Spirilla

e. Streptococci

f. Non-pathogenic

g. Cocci

h. Staphylococci

OBJECTIVE 5 **Discuss sterilization practices used in a salon.**

____

____

____

____

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 6 **List hazardous materials found in a salon.**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________

NOTICE The following Assignment Sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 7 **Complete a safety crossword puzzle.** SCORE _____

WRITTEN TEST ANSWERS

EXHIBITING SAFETY PROCEDURES

III

OBJECTIVE 1

1. i
2. f
3. c
4. j
5. h
6. k
7. b
8. l
9. m
10. d
11. a
12. g
13. e

OBJECTIVE 2

Cleaning up spills immediately. Sweep up cut hair as soon as the haircut is finished. Turn off electrical appliances at the end of the day. Keep all chemicals in proper storage area and correctly labeled. Empty left-over chemicals in the sink before disposing of the bottle. Keep emergency numbers posted by each telephone in the salon. Report any accident to the person in charge. Read manufacturer's directions for all chemicals and appliances used in the business.

OBJECTIVE 3

1. Read instructions for each new piece of equipment purchased.

2. Check electrical cords periodically for breaks or frays.

3. Plug in and remove plugs properly.

4. Plug only one appliance into a socket.

5. Know where the circuit breaker is in your school or salon.

6. Unplug appliances when not in use.

OBJECTIVE 4

1. a
2. c
3. b
4. f
5. d
6. e
7. g
8. h

OBJECTIVE 5

There are two methods of sterilization: physical and chemical. In a salon the sterilization procedures may include the use of moist heat, boiling water, dry heat or baking, or ultra-violet rays. Also, to clean implements use alcohol, quats, or formaldehyde in a 40% strength. For minor cuts use 3% hydrogen peroxide, iodine, or merthiolate. For large equipment or rooms, spray Lysol.

OBJECTIVE 6

1. Permanent wave lotion—ammonium thioglycolate
2. Neutralizer—hydrogen peroxide, sodium bromite
3. Permanent hair color—para-phenylene-diamine
4. Developer—hydrogen peroxide
5. Hair lighteners
6. Color strippers—sulfonated oil, sodium hydrosulfite, glycerine
7. Chemical hair relaxer—sodium hydroxide and ammonium thioglycolate
8. Artificial nail liquids
9. Hair spray
10. Alcohol
11. Hydrogen peroxide
12. Nail polish remover
13. Mousse
14. Canned color

OBJECTIVE 7

Refer to answer to Assignment Sheet 1.

OBJECTIVE SHEET

ANALYZING pH

IV

INTRODUCTION

As a professional, it is very important that the cosmetologist has a basic knowledge of the chemicals used in the salon and school. Information dealing with how analyzing the pH of these chemicals and their reaction on hair, skin, and nails will aid in the proper use and recommendation of professional products.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe basic chemical information relating to analyzing the pH of products used on the hair, skin, nails, and other products used in the school and salon. The student will demonstrate these competencies by completing an assignment sheet, job sheet, and written test with a minimum of 85% accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with pH to their correct definitions.
2. Explain pH and the pH scale.
3. Explain the pH of normal hair and skin.
4. Describe effects of alkaline and acid products on hair and skin.
5. Define acid balanced.
6. Describe supplies for testing pH.
7. Explain the importance of pH testing.
8. Label the pH range for alkaline and acid products. (Assignment Sheet 1)
9. Demonstrate the procedure for testing pH. (Job Sheet 1)

ANALYZING pH

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes and other media.
- Reserve, if necessary, the use of a microscope to compare the effects of alkaline and acid on the hair.
- Invite guest speakers.
  - Invite a local chemist or chemistry teacher to illustrate the pH of products with experiments.
  - Invite a licensed cosmetologist to talk about the importance of pH consultation with clients.
  - Invite a representative from a professional line of hair and skin care products.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet the class.
- Arrange for the use of all audiovisual equipment that will be needed.
- Ask students to bring products they are using at home on hair and skin for testing.

DELIVERY

Objective 1

- Discuss the terms and definitions.

Objectives 2 and 3

- Invite a local chemist or chemistry teacher.
- Invite a representative from a professional line of skin and hair care products.
- Using Handout 1, "pH Scale" explain how the pH scale works (0-14, 7 is neutral). (logarithmic)
- Designate on the scale, the normal pH range for hair, skin, and nails.
- Explain how the pH rating of the hair, skin, and nails is determined.

- Tell the students the importance of the acid mantle.
- Tell the students how important it is to maintain or return the hair to its normal 4.5--5.5 range after alkaline service.

Objective 4

- Using a microscope, analyze the hair after applying alkaline solutions. (Look at hair before applying alkaline and compare.)
- Use Transparency Master 1, "Layers of the Hair Shaft."

Objective 5

- Invite a representative from a professional line of hair and skin care products.
- Explain the term "acid balanced vs. pH balanced."
- Show students examples of acid balanced products used in your school.
- Distribute Handout 2, "pH Ratings."

Objective 6

- Show students supplies for testing pH: pH papers, pencils and pH test kit. Also explain how each test tool works.
- Use Transparency Master 2, "pH Test Supplies."

  NOTE: pH meters are also used to test pH, but most of the time will not be available. Follow manufacturer's directions for each test kit.

Objective 7

- Invite a licensed cosmetologist to talk about the importance of pH consultation with client. Show tactful methods of consultation. Students may need help with client consultation. Give specific ideas and questions to ask.
- Explain to students how the knowledge of pH will help their retail skills.
- Emphasize recommending products vs. selling products.
- Give personal experience example.
- Demonstrate with an actual client.

APPLICATION

Objective 8

- Review Handout 2.
- Tell students to label pH ranges for specific solutions on pH scale. Use Assignment Sheet 1.
- Tell students to fill in logarithmic numbers (example: 10x, 100x, 1000x, etc.) on pH scale.

Objective 9

- Use Job Sheet 1 to familiarize student with testing procedure.
- Demonstrate procedure for testing pH of chosen solutions.
- Tell students the importance of safety procedures when handling chemicals regarding themselves and their clients.
- Wear apron, gloves, and goggles as required.
- Have each student test an alkaline and acid product observing Job Sheet 1 procedure.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.

- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Cosmetology: Preparation for Licensing*, Film strips-on-Video or Filmstrips. Six parts. 81 minutes.

  NOTE: This filmstrip/video is available from Vocational Media Associates, Box 1050, Mount Kisco, New York 10549-0050, (800) 431-1242.
- Papers, pencil, test kit.

  Mid-America Chemical Inc.
  207 Compress
  Oklahoma City, Oklahoma 73129
  Phone: (405) 232-6331

- *pH and The Professional.* Redken Laboratories, Catonga Park, California 91303.

  NOTE: This film is available from Redken Laboratories. For rental information write 6625 Variel Ave., Catonga Park, California 91303.

UNIT REFERENCES

- Dalton, John W., *Professional Cosmetologist*, West Publishing Co., 50 West Kellog Boulevard, P.O. Box 43526, St. Paul, Minnesota 55164, 1985.
- *pH and The Professional.* Redken Laboratories, 6625 Variel Avenue, Catonga Park, California 91303, 1983.

PRETEST ANSWERS

ANALYZING pH

IV

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5, 6, 7
3	8, 9, 10, 11
4	12, 13, 14
5	15, 16
6	17, 18, 19, 20
7	21, 22

ANSWER KEY

1. c
2. d
3. d
4. b
5. d
6. d
7. a
8. c
9. b
10. c
11. a
12. d
13. c
14. d
15. c
16. b
17. b
18. a
19. b
20. b
21. d
22. a

OBJECTIVE 8

Refer to answer to Assignment Sheet 1.

OBJECTIVE 9

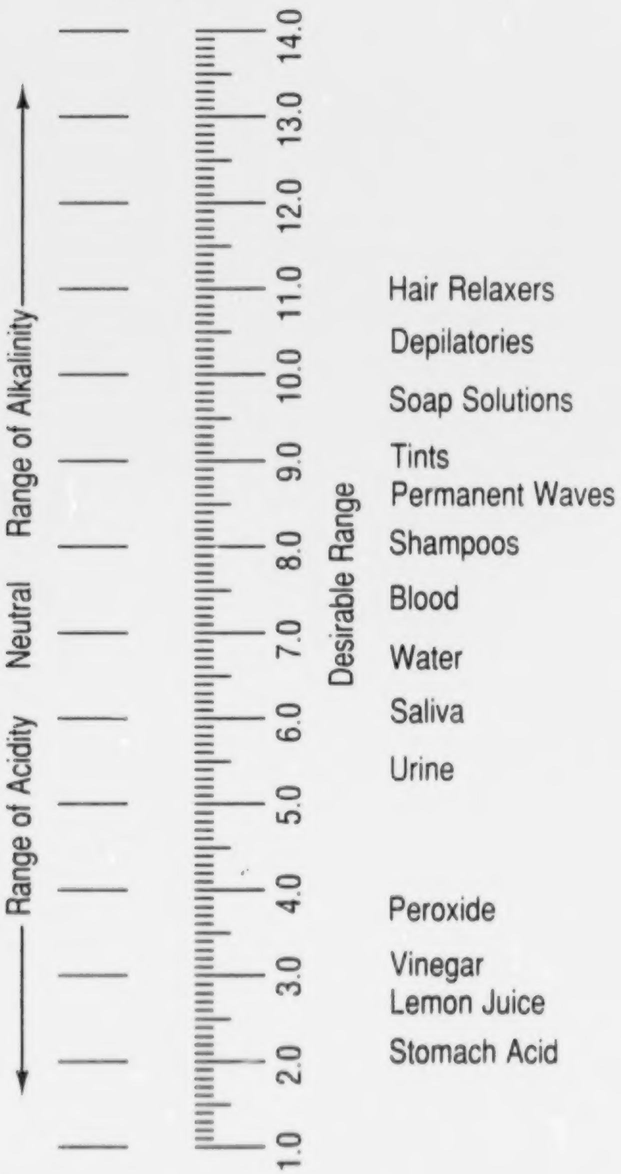
Refer to Practical Test for Job Sheet 1.

HANDOUT 1

ANALYZING pH

IV

pH SCALE



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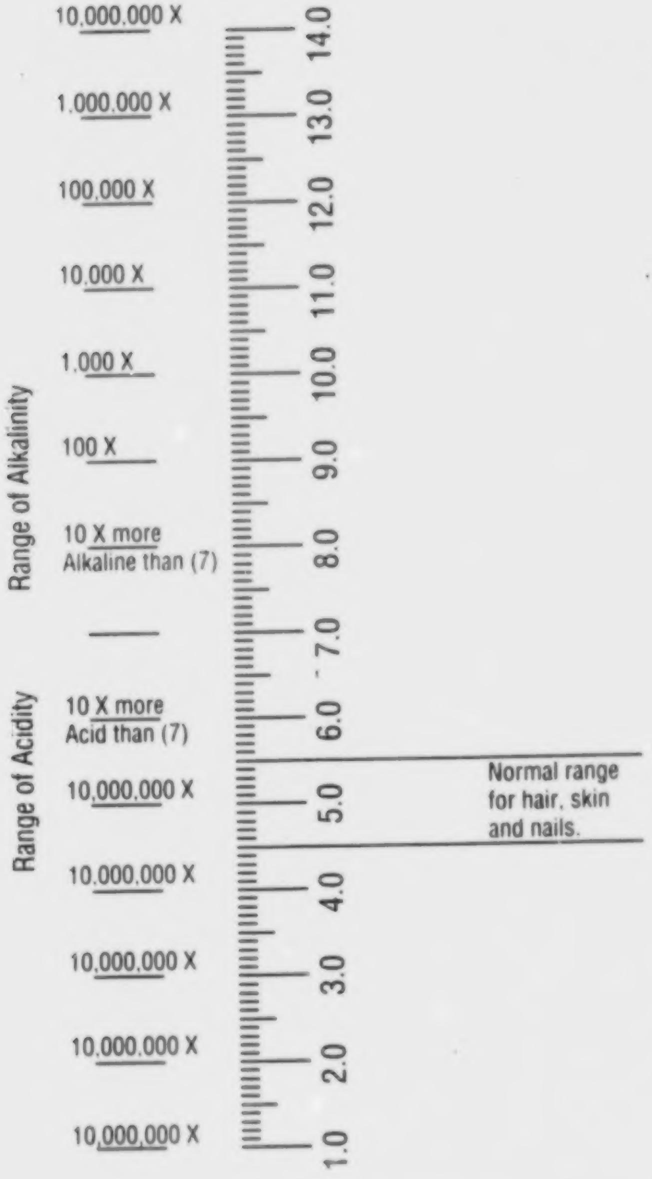


May be photocopied for student use.

pH RATINGS

Substances or Products	pH	Acid/Alkaline
Corrosive Acids	0-1	
Lemon Juice	2.3	Acid
Hydrogen Peroxide	3.5-4.0	Acid
Shampoos (acid)	4.0-7.0	Acid-Neutral
Hair, Skin, and Nails	4.5-5.5	Acid-balanced
Temporary Colors	4.5-5.6	Acid
Neutral Wave Solutions	4.5-5.7	Acid
Acid Wave Solutions	5.8-6.8	Acid
Distilled Water	7.0	Neutral
Shampoos (alkaline)	7.0-9.0	Neutral-Alkaline
Semi-permanent Colors	7.0-9.0	Neutral-Alkaline
Bleach (lighteners)	8.0-10.0	Alkaline
Permanent (cold) Wave Solution	8.5-9.5	Alkaline
Ammonia Water--Cleaning Solution	9.5	Alkaline
Tints	9.5-10.5	Alkaline
Chemical Relaxers	11.5-14.0	Alkaline

May be photocopied for student use.

PRETEST | ANALYZING pH | IV

NAME________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. Tool used to indicate the pH rating of solutions:
    a. Bowl
    b. Soap
    c. pH Scale
    d. Water

2. The outer layer of the hair:
    a. Medulla
    b. Cortex
    c. Mantle
    d. Cuticle

3. The innermost layer of the hair:
    a. Cuticle
    b. Mantle
    c. Cortex
    d. Medulla

4. Necessary to test the pH of a wave solution:
    a. It must be acid.
    b. It must contain water.
    c. It must be alkaline.
    d. It must be balanced.

5. If a solution is acid, it will
    a. Contain more negatively charged hydroxyl ions
    b. Swell the hair
    c. Neutralize the acid mantle
    d. Contain more positively charged hydrogen ions

6. If a solution is alkaline it will:
    a. Have more negatively charged hydroxyl ions
    b. Neutralize an acid solution
    c. Register above 7 on the pH scale
    d. All of the above

May be photocopied for student use.

7. Products considered to be acid:

    a. Have a pH of 8.1-11.5
    b. Have a pH above 6.9
    c. Have a pH below 7
    d. None of the above

8. The acid mantle is made of:

    a. Hair spray buildup
    b. Shampoo residue
    c. Oil and water secretion
    d. All of the above

9. The normal pH range for hair and skin is:

    a. 6.4-7.5
    b. 4.5-5.5
    c. 8.5-9.5
    d. 2.5-3.0

10. Maintaining the normal pH will:

    a. Help hair grow faster
    b. Remove dandruff
    c. Keep hair strong and healthy
    d. All of the above

11. The normal pH of hair and skin is:

    a. Slightly acid
    b. Slightly alkaline
    c. Neutral
    d. None

12. The following is not alkaline:

    a. Tints
    b. Chemical relaxers
    c. Lighteners
    d. Hydrogen peroxide

13. Alkaline solutions:

    a. Cause the hair shaft to shrink
    b. Strengthen the cuticle
    c. Cause the hair to swell
    d. Balance the acid mantle

May be photocopied for student use.

14. Acid solutions:

   a. Neutralize alkaline solutions
   b. Shrink the cuticle
   c. Have a pH of 0-6.9
   d. All of the above

15. Products that are best for regular use should be:

   a. pH balanced 5.5-6.5
   b. Strong enough to remove all oil and dirt
   c. Acid balanced
   d. Range between 5.5-6.9

16. Acid balanced products:

   a. Allow the hair and skin to breathe
   b. Keep the hair and skin closest to neutral state
   c. Are pH balanced
   d. Help strengthen skin

17. A tool used to test pH:

   a. pH test bottle
   b. pH pencil
   c. pH soap
   d. pH powder

18. If a solution is acid, the pH paper will be:

   a. Yellow
   b. Blue
   c. Red
   d. Purple

19. If a solution is alkaline, the pH paper will be:

   a. Yellow
   b. Purple
   c. Red
   d. Black

20. If a solution is acid, the test solution will turn color:

   a. Green
   b. Yellow
   c. Red
   d. None of the above

May be photocopied for student use.

21. Improper use of alkaline shampoos and conditioners can result in:

    a. Premature relaxation of permanent wave
    b. Hair color fading
    c. Dry and brittle hair
    d. All of the above

22. As a professional, it is your responsibility to:

    a. Advise your client of the benefit of using acid balanced products
    b. Use acid balanced products, but don't tell your client
    c. Recommend your client purchase shampoos at the drug store
    d. None of the above

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 8 **Label the pH range for alkaline and acid products.** SCORE _____

OBJECTIVE 9 **Demonstrate the procedure for testing pH.** RATING _____

May be photocopied for student use.

INFORMATION SHEET | *ANALYZING pH* | *IV*

OBJECTIVE 1

Match terms associated with pH to their correct definitions.

- **Acid**—Solution having more positive (+) charged hydrogen ions. Measures below 7 on pH scale
- **Acid balanced**—Products having a pH rating within the natural pH range of 4.5--5.5
- **Acid mantle**—The natural protective coating on the hair and skin made of oil and water secretions. Has a pH rating of 4.5--5.5
- **Alkaline**—A solution having more negative (-) charged hydroxyl ions. Measures above 7 on pH scale
- **Cortex**—Middle layer of the hair. Largest part of the hair
- **Cuticle**—The outer layer of the hair. Looks like scales which overlap each other (may have 5-15 layers, depending on texture of hair)
- **Medulla**—Innermost layer of the hair. May or may not be present in all hair. The part of the hair of least importance
- **pH (Potential hydrogen)**—A chemical measure of the amount of acidity or alkalinity in a solution
- **pH Scale**—The tool used to indicate the pH rating of solutions

OBJECTIVE 2

Explain pH and the pH scale.

The symbol "pH" means potential hydrogen. pH is a chemical measurement to determine the degree of acidity or alkalinity in a solution or if a product is acid or alkaline. Solutions having more positively charged hydrogen ions (+) are considered acid. Solutions having more negatively charged hydroxyl ions (-) are alkaline. Those products having an equal number of positive and negative ions are considered neutral.

- In order for a product to have a pH rating or be tested for pH, it must contain water or be water soluble.

  EXAMPLE: Powders first must be dissolved in water to test them.

- The pH scale is the tool used to measure the degree of acidity or alkalinity in a solution or chemical. The scale ranges from 0--14, with 7 being neutral. Products 6.9 or below are acid. Products rating 7.1 or higher are considered alkaline. When mixed together or applied over each other, acid and alkaline products neutralize or cancel each other.

- The pH scale is a logarithmic scale (meaning: starting at neutral [7], each number up or down the scale increases ten times.) For example, a product rating pH6 is ten times stronger in acidity than pH7; pH5 is one hundred times stronger acidity. Continual use of products with a pH rating of only one number over or under the normal range can be damaging.

OBJECTIVE 3

Explain the pH of normal hair and skin.

As previously mentioned in Objective 2, pH can only be measured if a product contains water or is water soluble. Therefore the pH rating considered to be normal for the hair and skin is determined by testing the pH rating of the natural coating on the skin.

- This natural coating is called the acid mantle. The acid mantle contains secretions of oil and water (sweat) produced by the sweat and sebaceous glands and serves as a natural protection for the skin and hair. The pH rating of the acid mantle ranges from 4.5--5.5. This acid mantle remains on the scalp and the hair closest to the scalp. This coating does not reach the longest hair; therefore products used on the hair in the range of 4.5--5.5 will keep the hair and skin closest to their natural, healthy state. Hair will be strongest when kept in this range.

OBJECTIVE 4

Describe effects of alkaline and acid products on hair and skin.

Realizing that the pH range for normal hair and skin is 4.5--5.5 (slightly acid on the pH scale), it is important to know how products that are not within this range affect the hair and skin.

- Many products and chemicals used in the school and the salon will be alkaline, such as alkaline permanent waves, tints, lighteners, and chemical relaxers. When alkaline products are applied, the inner structure of the hair (cortex) swells. This causes the outer layer (cuticle) to become raised. When this swelling occurs, the hair is in a weakened condition. This swelling can be seen by looking at the hair under a microscope before applying alkaline and then after. Because the hair is more fragile when alkaline products are applied, it is important that unnecessary tension and stretching of the hair be avoided. Notice that hydrogen peroxide is not listed with alkaline products, as it is acid and is not activated to lighten hair until mixed with other products.

- This swelling is part of the normal process when using these products, but after the processing is completed, it is very important to return the hair to the normal pH range of 4.5--5.5.

- When mild acidic solutions are applied to the hair, they cause the cortex of the hair to become compact or shrink and the outer layer, the cuticle, closes down (creating a smoother surface). Remember, the hair will be strongest at the pH of 4.5--5.5. Very low pH acid solution applied continually or left in the hair will cause dryness. The key is to stay in the normal pH range of 4.5--5.5. There are normalizing conditioners and rinses that have a low acid pH which are designed to bring the hair back to the normal 4.5--5.5 after an alkaline service.

CAUTION: Both acid and alkaline products can cause damage to the hair and/or skin. Cleaning and sanitizing agents may also be strong alkaline or acid solutions. Consult with your instructor and manufacturer's directions.

OBJECTIVE 5 **Define acid balanced.**

Products that are within the 4.5--5.5 pH range are said to be acid balanced. Products labeled "pH balanced," may not be balanced to the normal 4.5--5.5 range. Acid balanced products are within the 4.5--5.5 range. Acid balanced products will keep the cuticle on the hair compact and will help maintain strong, healthy hair. For hair that has been damaged by continual use of alkaline products, the use of acid balanced products is even more important to avoid further damage. It is especially important that products used on a daily or regular basis be within the 4.5--5.5 range (example: shampoos and conditioners).

- pH balanced products may or may not be balanced to the normal 4.5--5.5 range.

OBJECTIVE 6 **Describe supplies for testing pH.**

There are several methods to test pH.

- **pH test papers** are available to test products that range 4.5--7.4. The paper changes color from yellow to purple. When emerald is in a solution, products that are below 4.5 will not change the paper's color. Products having a higher pH change the paper to dark blue. Solutions testing higher than 7.4 will turn the paper purple. A color chart is included with test papers indicating the color and pH range. Paper may be packaged in strips or on a roll dispenser.

- **pH pencil** is used in a similar manner as pH test papers. You simply rub the pencil on paper and dip paper into solution. The pencil may also be used to test products used on the skin. First wet skin with distilled water, then rub with pencil.

- **pH testing kit** usually contains a small container with pH ratings marked on it. Pour the solution to be tested into the container. When the product being tested is added to the container, the solution will change color to either yellow or purple. The kit also has a red phenol solution.

  NOTE: Check manufacturer's directions for use of each tool.

OBJECTIVE 7 **Explain the importance of pH testing.**

It is important as a professional to be knowledgeable of the products used in the salon. Understanding the effects of solutions used on the hair, skin, and nails is a vital part of your success. This will help you to choose the correct product to use for the services you will be performing on your clients. There may be times you have a client who comes to you for advice concerning a problem that he or she presently has or has had. Often questioning the client about products used or services rendered previously will help determine the cause of the problem.

- Using products that are not acid balanced can cause premature relaxation of a permanent and cause hair color to fade. Therefore, understanding pH can protect not only the client's hair and skin, but also his or her investment in chemical services.

- Applying the principles of analyzing pH can help you decide which products are most suitable.

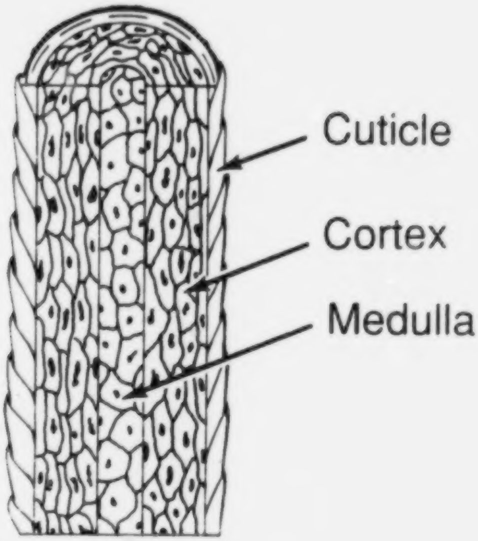
- Explaining to the client how harsh alkaline products or non-acid balanced products used regularly can damage hair and skin will increase their confidence in you and your abilities.

- Many of the products sold in department and drug stores do not state the pH range or the term "acid balanced" on their labels. Most often these products are not acid balanced, misleading the public into thinking they are beneficial. It is the responsibility of the professional to advise and inform their clients about products at home and between salon visits.

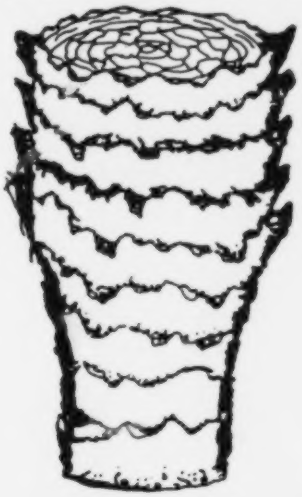
- Recommending shampoos and conditioners that are acid balanced for daily use may prevent future damage and even improve the condition of the hair and skin. As a professional, you should know which products will be most beneficial.

- Recommending products to your clients and explaining the reasons why they are beneficial is not hard core selling. Most clients will appreciate this information which will be a benefit to you as a professional.

Layers of the Hair Shaft

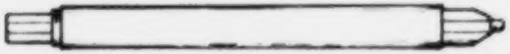


Effects of Acid and Alkaline



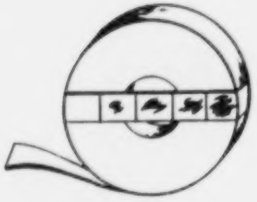
on the Hair

pH Test Supplies

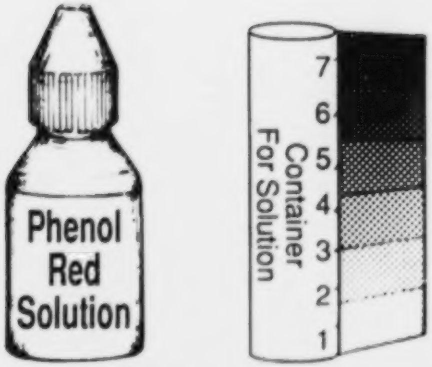


pH Pencil

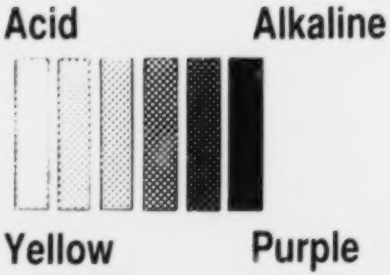
Paper Strip



pH Paper



pH Test Kit



Color test chart
(May be used for all tools)

TRANSPARENCY MASTER 2 - Cosmetology Core
CIMC - IV - 27

ASSIGNMENT SHEET 1

ANALYZING pH

IV

NAME________________________ SCORE__________

OBJECTIVE 8

Label the pH range for alkaline and acid products.

Data Analysis and Display

- Interpret charts and tables

General Science

- Use scientific instrument
- Investigate/apply technology

What is the pH range of the products listed on this page? Using a pH scale, determine their range.

1. Corrosive acids
2. Lemon juice
3. Hydrogen peroxide
4. Shampoos (acid)
5. Hair, skin, and nails
6. Temporary colors
7. Neutral wave solutions
8. Acid wave solutions
9. Distilled water
10. Shampoos (alkaline)
11. Semi-permanent colors
12. Bleach (lighteners)
13. Permanent (cold) wave solution
14. Ammonia water--cleaning solution
15. Tints
16. Chemical relaxers

ASSIGNMENT ANSWERS

ANALYZING pH

IV

ASSIGNMENT ANSWERS

1. 0--1
2. 2.3
3. 3.5--4.0
4. 4.0--7.0
5. 4.5--5.5
6. 4.5--5.6
7. 4.5--5.7
8. 5.8--6.8
9. 7.0
10. 7.0--9.0
11. 7.0--9.0
12. 8.0--10.0
13. 8.5--9.5
14. 9.5
15. 9.5--10.5
16. 11.5--14.0

JOB SHEET 1 ANALYZING pH IV

OBJECTIVE 9

Demonstrate the procedure for testing pH.

DIRECTIONS

Select the type of testing kit to be used and the product to be tested. Check with the instructor before starting the procedure to make sure that you have a safe product.

IMPLEMENTS EQUIPMENT AND SUPPLIES

- pH testing kit--pH test paper or pH pencil
- Lab jacket or apron
- Gloves
- Goggles
- Bowl
- Product to be tested (acid and alkaline)
  i.e. shampoo, conditioner, perm solution
- Blank pH scale

PROCEDURE

1. Put on lab jacket, gloves, and goggles.
2. Assemble the product to be tested neatly on the table.
3. Pour solution to be tested into a bowl or container.

   CAUTION: Do not mix solutions that are to be tested. Be careful not to get solution in eyes or spill on clothing.

4. Dip pH test papers in solution.

   NOTE: Follow manufacturer's directions for completing the test.

5. Identify pH range on pH scale.
6. Sanitize implements, equipment, and hands.
7. Sanitize work area.
8. Have instructor evaluate your work.

Data Analysis and Display

- Interpret charts and tables

General Science

- Use scientific instrument
- Investigate/apply technology

Physical Science

- Analyze/classify matter
- Investigate/apply chemical properties

PRACTICAL TEST 1

ANALYZING pH

IV

OBJECTIVE 9 **Demonstrate the procedure for testing pH.**

JOB SHEET 1 Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Prepared test area neatly, including lab jacket and gloves or goggles (if designated by instructor.)	___	___
2. Followed proper procedure for testing.	___	___
3. Followed safety procedure.	___	___
4. Indicated proper pH of product on scale.	___	___
5. Disposed of all materials properly.	___	___
6. Sanitized implements, equipment, and hands.	___	___
7. Sanitized work area.	___	___
Total	___	___

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
	Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure less than semi-accurately and completely	Did not follow procedure accurately or completely

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training
3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required
2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill
1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

ANALYZING pH

IV

NAME______________________________ SCORE__________

OBJECTIVE 1

Match terms associated with pH to their correct definitions.

___ 1. The natural protective coating on the hair and skin made of oil and water secretions. Has a pH rating of 4.5--5.5

___ 2. A solution having more positive (+) charged hydrogen ions. Measures below 7 on pH scale

___ 3. The tool used to indicate the pH rating of solutions

___ 4. A chemical measure of the amount of acidity or alkalinity in a solution

___ 5. A solution having more negative (-) charged hydroxyl ions. Measures above 7 on pH scale

___ 6. Innermost layer of the hair, may or may not be present in all hair, of least importance

___ 7. Middle layer of the hair; largest part of the hair

___ 8. Outer layer of the hair; looks like scales which overlap each other; may have 5--15 layers, depending on texture of hair

___ 9. Products having a pH rating within the natural pH range of 4.5--5.5

a. Cortex

b. Acid balanced

c. Alkaline

d. Medulla

e. Acid

f. Cuticle

g. Dermis

h. Acid mantle

i. pH

j. Electron

k. pH Scale

l. Distilled water

May be photocopied for student use.

OBJECTIVE 2 **Explain pH and the pH scale.**

1. How many times more acid is a product with a pH rating of 6 than 7?

   a. 1,000x
   b. 10,000x
   c. 10x
   d. 100x

2. pH 11 is ___ x stronger than 7.

   a. 1,000x
   b. 100x
   c. 100,000x
   d. 10,000x

3. pH 8 is ___ x stronger than 7.

   a. 1,000x
   b. 10x
   c. 100x
   d. 10,000x

4. pH 3 is ___ x stronger than 7.

   a. 10,000x
   b. 10,000,000x
   c. 100,000x
   d. 100x

5. If a solution is considered acid, it will have

   a. Equal number of positive and negative ions
   b. More positively charged hydrogen ions
   c. More negatively charged hydroxyl ions
   d. More positively charged oxygen ions.

6. The symbol pH stands for ______________________________

7. When a solution is neutral, it will have a pH of ____________

8. Products having more negatively charged hydroxyl ions are considered

   a. citric
   b. acid balanced
   c. alkaline
   d. acid

9. In order for a product to have a pH rating, it must be ______

   ____

10. The pH scale has a range of ____________________________

11. The pH scale measures ___________________________

    ____

May be photocopied for student use.

OBJECTIVE 3 **Explain the pH of normal hair and skin.**

1. The protective coating on the hair and skin is called the:

   a. acid mantle
   b. cortex
   c. medulla
   d. cuticle

2. Hair and skin are:

   a. pH balanced
   b. neutral
   c. acid
   d. very acid

3. The normal pH of hair and skin is:

   a. 7.1--5.0
   b. 5.5--6.5
   c. 4.5--5.5
   d. None of these

OBJECTIVE 4 **Describe effects of alkaline and acid products on hair and skin.**

1. a. If you were to look at a strand of hair under a microscope, then dip it into an alkaline solution, what changes would you observe? ______________________________

   ____

   b. What changes would you observe after applying an acid solution to the same strand? ______________________________

   ____

2. Alkaline products are never used on the hair--True or False?

3. Hydrogen peroxide is alkaline--True or False?

4. Alkaline solutions are always strong and acid solutions are always weak--True or False?

OBJECTIVE 5 **Define acid balanced.**

1. Products having a pH rating of below 7 are acid balanced--True or False?

2. pH balanced products are:

   a. Not the same as acid balanced
   b. Not always within the normal pH range
   c. Maybe too strong for hair
   d. All of the above

May be photocopied for student use.

3. Products that are acid balanced have a pH range of ______.

4. The terms pH balanced and acid balanced mean the same thing--True or False?

5. Acid balanced products:

   a. Cause damage
   b. Cause the hair to swell, giving more volume
   c. Lighten the hair
   d. Keep the hair healthy and strong

OBJECTIVE 6 **Describe supplies for testing pH.**

1. List three pH testing supplies.

   a. ____________________

   b. ____________________

   c. ____________________

2. Products that turn yellow or shades of yellow on paper are __________ .

3. Products that turn shades of purple/blue on pH paper are __________ .

OBJECTIVE 7 **Explain the importance of testing.**

1. Knowledge of pH will:

   a. Help you choose the proper products for your client
   b. Increase your client's confidence in you
   c. Help you inform your client about the products you are using
   d. All of the above

2. Continued use of products that are not acid balanced may:

   a. Help hair hold a style
   b. Increase your business by more retail sales
   c. Damage the hair
   d. Increase your client's confidence in you

3. The regular use of alkaline products may cause a permanent to relax--True or False?

4. It is the responsibility of the ______________ to know which products are beneficial or harmful.

May be photocopied for student use.

NOTICE The following Assignment Sheet and Job Sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Label the pH range for alkaline and acid products.** SCORE _____

OBJECTIVE 9 **Demonstrate the procedure for testing pH.** RATING _____

May be photocopied for student use.

WRITTEN TEST ANSWERS

ANALYZING pH

IV

OBJECTIVE 1

1. h
2. e
3. k
4. i
5. c
6. d
7. a
8. f
9. b

OBJECTIVE 2

1. c
2. d
3. b
4. a
5. b
6. Potential Hydrogen
7. 7
8. c
9. Water Soluble
10. 0--14
11. Degree of acidity and alkalinity (acid or alkaline)

OBJECTIVE 3

1. a
2. c
3. c

OBJECTIVE 4

1. a. Hair swelled, cuticle raised
   b. Hair compact, cuticle smooth

2. False

3. False

4. False

OBJECTIVE 5

1. False

2. d

3. 4.5--5.5

4. False

5. d

OBJECTIVE 6

1. pH papers
   pH pencil
   pH test kit

2. Acid (below 4.5)

3. Alkaline (above 7)

OBJECTIVE 7

1. d

2. c

3. True

4. Professional

OBJECTIVE 8 Refer to answers to Assignment Sheet 1.

OBJECTIVE 9 Refer to Practical Test for Job Sheet 1.

OBJECTIVE SHEET

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY

V

INTRODUCTION

Studying to become a cosmetologist involves more than just being able to do hair or nails or makeup. It includes knowing about the structures that make up the parts of the body on which services are performed. The skin, along with the other body systems, is vital to all the work cosmetologists perform. If there is an imbalance within the body, often it will show on the skin or in the hair, and the cosmetologist should be able to distinguish what is normal from what is not. The cosmetologist will also be looked upon as a true professional if he/she has a working knowledge of the body systems.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the characteristics and functions of the skin. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with the characteristics and functions of the skin and body to their correct definitions.
2. Match terms associated with cells to their correct definitions.
3. Match terms associated with the body systems to their correct definitions.
4. Describe the characteristics and functions of a cell.
5. Describe the five types of tissue and their functions.
6. Describe the structures and functions of the skin.
7. List the major organs of the body.
8. List the systems of the body and discuss their functions.
9. Label a diagram of a cell. (Assignment Sheet 1)
10. Label a diagram of a section of skin. (Assignment Sheet 2)

11. Identify the organs and parts of the body. (Assignment Sheet 3).

SUGGESTED ACTIVITIES

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

PREPARATION

- Order videotapes and other media to supplement unit.
- Invite guest speakers.
  - Invite a dermatologist or science teacher to speak to the class about the skin.
  - Have a science teacher demonstrate the makings of a cell and indirect division of a cell.
  - Invite a nurse or doctor to speak to the class about the composition of the skin.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audio visual equipment that will be needed.
- Arrange for the use of a microscope to view slides of skin sections.

DELIVERY

Objectives 1, 2 and 3

- Discuss terms with students.
- Invite a dermatologist or science teacher to speak.

  NOTE: Provide each speaker with the relevant unit topic before the presentation.

Objective 4

- Have a science teacher demonstrate the makings of a cell and indirect division of a cell.
- Use Transparency Master 1, "The Cell."
- Use Transparency Master 2, "Indirect Division."

Objective 5

- Discuss the types of tissue with the students.

Objective 6

- Invite a nurse or doctor to speak to the class about the composition of skin.
- Allow students to look at slides of skin sections under a microscope. Check with a science or biology teacher for the use of skin sections slides and microscopes.
- Use Transparency Master 3, "The Skin."
- Show video, *I Am Joe's Skin*.

Objective 7

- Show video, *I Am Joe's Heart*.
- Show video, *I Am Joe's Kidney*.
- Show video, *I Am Joe's Liver*.
- Show video, *I Am Joe's Lung*.
- Show video, *I Am Joe's Stomach*.
- Use Transparency Master 4, "The Organs."
- Show video *I Am Joe's Spine* after discussing the nervous system
- Use Transparency 5, "The Heart."
- Use Transparency 6, "The Circulatory System."
- Use Transparency 7, "The Digestive System."
- Use Transparency 8, "The Endocrine System."
- Use Transparency 9, "The Cell Body."
- Use Transparency 10, "The Respiratory System."
- Use Transparency 11, "The Skeletal System."

APPLICATION

Objectives 9 - 11

- Use Assignment Sheets 1 through 3.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *I Am Joe's Heart*, Color, ½" VHS, 26 minutes, 1974. This video follows Joe, a typical American man, through a normal day. The video demonstrates the stress and abuse to which Joe and his heart are subjected and portrays Joe's heart attack.
- *I Am Joe's Spine*, Color, ½" VHS, 26 minutes, 1974. This video shows how the spine works and the complexity of its construction.
- *I Am Joe's Stomach*, Color, ½" VHS, 26 minutes, 1974. This video shows the intricate workings of the stomach and looks at the effects of diet, smoking and stress on the stomach.

- *I Am Joe's Lung*, Color, ½" VHS, 26 minutes, 1975. The lungs and the effects of smoking, neglect and air pollution on them are detailed in this video.

- *I Am Joe's Kidney*, Color, ½" VHS, 26 minutes, 1975. This video explores the workings of the kidneys, possible medical problems and the need for regular physical examinations.

- *I Am Joe's Liver*, Color, ½" VHS, 26 minutes, 1975. This video looks at how the liver functions and the effects of alcohol and diet on liver function.

- *I Am Joe's Skin*, Color, ½" VHS, 26 minutes, 1975. This video describes the construction of the skin and looks at common skin problems and basic skin care.

NOTE: Videos for this unit are available to Oklahoma teachers on a free-loan basis. Teachers may order the videos from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, OK 74074-4364. Teachers outside Oklahoma should check with the Resource Center at their school for the acquisition of videos.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*. St. Paul, Minnesota, West Publishing Company, 1981.

- Dalton, John W. *The Professional Cosmetologist*. St. Paul, Minnesota, West Publishing Company, 1985.

- DeCourse, Russel Myles. *The Human Organism. 3rd edition*, New York, New York, McGraw-Hill, Inc., 1968.

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York, Milady Publishing Company, 1990.

- Schroeder, Charles R. *The Human Body, It's Structure and Function*. Dubuque, Iowa, Wm. C. Brown Company Publishers, 1971.

PRETEST ANSWERS

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 9, 18, 25, 37
2	5, 17, 20, 27, 35
3	4, 14, 28, 32, 36
4	3, 12, 26, 31, 34
5	11, 15, 21, 29, 39
6	8, 10, 19, 23, 40
7	2, 7, 24, 30, 38
8	6, 13, 16, 22, 33

ANSWER KEY

1. d
2. a
3. b
4. a
5. c
6. d
7. a
8. b
9. c
10. a
11. c
12. b
13. b
14. c
15. a
16. c
17. d
18. b
19. c
20. a
21. d
22. a
23. d
24. c
25. a
26. d
27. b
28. b
29. b
30. d
31. c
32. d
33. c
34. a
35. c
36. b
37. b
38. d
39. c
40. b

OBJECTIVES 9-11

Refer to answers to Assignment Sheets 1 through 3.

PRETEST

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

NAME________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. A tactile corpuscle is a/an:

    a. sebaceous gland
    b. cell body
    c. capillary
    d. nerve fiber ending

2. Blood circulation is controlled by the:

    a. heart
    b. brain
    c. nerves
    d. lungs

3. A cell reproduces by a process known as:

    a. maturity
    b. indirect division
    c. direct division
    d. metabolism

4. A vein carries blood:

    a. to the heart
    b. away from a duct
    c. to a duct
    d. away from the heart

5. A minute structure basic to all living things is a/an:

    a. nucleus
    b. centrosome
    c. cell
    d. membrane

6. The process of breathing in air is known as:

    a. respiration
    b. exhalation
    c. circulation
    d. inhalation

7. All functions of the body are controlled by the:

    a. brain
    b. heart
    c. muscle
    d. nerve fiber

May be photocopied for student use.

8. The largest organ of the body is the:

a. lungs
b. skin
c. stomach
d. heart

9. The layer of skin also known as the true skin is the:

a. epidermis
b. stratum corneum
c. dermis
d. stratum lucidum

10. Skin is kept moist and pliable by the secretion of:

a. oil
b. water
c. waste
d. liquid

11. Tissue is composed of groups of similar:

a. nerves
b. hormones
c. cells
d. muscles

12. When a cell reaches maturity it:

a. dies
b. reproduces
c. stabilizes
d. flourishes

13. The heart consists of two auricles and two:

a. veins
b. ventricles
c. valves
d. organs

14. The system that is the framework for the body is the:

a. respiratory system
b. muscular system
c. skeletal system
d. integumentary system

15. Tissue that enables the body to move is:

a. muscular tissue
b. connective tissue
c. liquid tissue
d. epithelial tissue

16. The endocrine glands are also called _________ glands.

a. duct
b. sweat
c. ductless
d. oil

17. A colorless fluid that contains water and food essential to all living matter is called:

a. centrosome
b. anabolism
c. cytoplasm
d. protoplasm

May be photocopied for student use.

18. Another term applied to fatty tissue is:

a. appendage
b. adipose
c. epidural
d. fundus

19. The dermis has two layers, the papillary and the:

a. germinativum
b. corneum
c. reticular
d. lucidum

20. The process by which food is changed to waste is known as:

a. catabolism
b. anabolism
c. neurology
d. centrosome

21. Adipose, bones, cartilage, ligaments and tendons are examples of what kind of tissue:

a. liquid
b. muscular
c. nerve
d. connective

22. The brain, spinal cord, and nerves make up the:

a. nervous system
b. circulatory system
c. respiratory system
d. vascular system

23. Skin responds to stimulation through:

a. excretion
b. absorption
c. secretion
d. sensation

24. Poisons are removed from food by the:

a. esophagus
b. pharynx
c. liver
d. stomach

25. The coloring pigment found in the skin is:

a. melanin
b. lymph
c. blood
d. fundus

26. A dense amount of protoplasm is:

a. anabolism
b. centrosomes
c. nucleus
d. cytoplasm

May be photocopied for student use.

27. The center of a cell is the:

a. membrane
b. nucleus
c. gland
d. tissue

28. The study of the systems and organs within the body is:

a. physiology
b. anatomy
c. histology
d. myology

29. The tissue that forms the body's communication system is:

a. epithelial tissue
b. nerve tissue
c. connective tissue
d. muscular tissue

30. A substance eliminated from the body by the kidneys is:

a. oxygen
b. poison
c. carbon dioxide
d. waste

31. The thin outer layer that holds the cell together is the:

a. nucleus
b. body
c. membrane
d. centrosome

32. The scientific study of the structure and function of the bones is:

a. myology
b. histology
c. neurology
d. osteology

33. Bones are held together by:

a. cartilage
b. tissue
c. ligaments
d. joints

34. To grow, a cell must have food, water and:

a. oxygen
b. cytoplasm
c. pressure
d. waste products

35. The material necessary for cell self-repair is:

a. anabolism
b. protoplasm
c. cytoplasm
d. metabolism

May be photocopied for student use.

36. The system that consists of the glands in the body is the:

a. cardiac system
system
b. endocrine system
c. excretory
d. striated system

37. The stratum granulosum contains cells that look like:

a. vessels
b. granules
c. scales
d. fundus

38. Oxygen is supplied to the blood by the:

a. pharynx
c. tissues
c. heart
d. lungs

39. The tissue that lines all the body systems is:

a. liquid tissue
b. muscular tissue
c. epithelial tissue
d. lungs tissue

40. The muscle that causes "gooseflesh" is the:

a. connective
b. arrector pili
c. secondary
d. nerve fiber

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 9 **Label a diagram of a cell.** SCORE _____

OBJECTIVE 10 **Label a diagram of a section of skin.** SCORE _____

OBJECTIVE 11 **Identify the organs and parts of the body.** SCORE _____

May be photocopied for student use.

INFORMATION SHEET

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

OBJECTIVE 1

Match terms associated with the characteristics and functions of the skin and body to their correct definitions.

- **Adipose tissue**—fatty tissue
- **Appendage**—an external organ or part
- **Blood**—a fluid that circulates throughout the body
- **Capillary**—a small blood vessel that connects the arteries to the veins
- **Complexion**—the appearance of the face, including texture and color
- **Dermis**—layer of skin located under the epidermis, also called the true skin
- **Duct**—a tube structure that allows secretions or excretions to pass through the body
- **Epidermis**—the outer layer of the skin; the protective layer, commonly called the cuticle
- **Fundus**—a coiled base at the end of a sweat gland
- **Histology**—the microscopic study of the structure of tissue
- **Lymph**—a clear, yellowish fluid found in blood
- **Melanin**—the coloring pigment found in the skin
- **Nerve**—cordlike bundles of fibers that connect to the central nervous system; carries impulses
- **Papillary layer**—located directly beneath the epidermis; contains papillae
- **Reticular layer**—located in the dermis; contains arrector pili muscles, blood vessels, fat cells, hair follicles, lymph vessels, oil glands and sweat glands
- **Sebaceous gland**—commonly known as the oil gland; secrets sebum (oil)
- **Stratum corneum**—outer layer of skin, horny layer; consists of scales that continually shed and are replaced

- **Stratum germinativum**—contains several different shaped cells; bottom layer is responsible for the growth of the epidermis
- **Stratum granulosum**—contains cells that look like granules that change into horny substance; also called the granular layer
- **Stratum lucidum**—consists of transparent cells that allow light to pass; also called the clear layer
- **Subcutaneous tissue**—the fatty layer located in the dermis
- **Sudoriferous gland**—commonly known as the sweat gland; secrets sweat
- **Tactile corpuscle**—nerve fiber ending
- **Texture**—the appearance or feel of a surface; smooth, rough, dry, etc.
- **Tissue**—a group of similar cells that act together to perform a particular function

OBJECTIVE 2 **Match terms associated with cells to their correct definitions.**

- **Anabolism**—the process by which food is changed into living tissue
- **Catabolism**—the process by which tissue is changed into waste
- **Cell**—made up of protoplasm; a minute structure basic to all living things
- **Centrosome**—a body of cytoplasm; affects the reproduction cycle of a cell
- **Cytoplasm**—located outside the nucleus; contains material necessary for cell self-repair and growth
- **Membrane**—surface layer of the cytoplasm of a cell; thin, outer wall which holds the cell together.
- **Metabolism**—chemical changes in living cells that involve the building up and tearing down of cells
- **Nucleus**—the center of a cell; causes cell to split in half at maturity

- **Protoplasm**—a colorless fluid that contains water and food essential to all living matter

OBJECTIVE 3 **Match terms associated with the body systems to their correct definitions.**

- **Anatomy**—study of the systems and organs in the body
- **Artery**—tubes that carry blood away from the heart
- **Cardiac muscle**—the heart
- **Circulatory system**—also known as the vascular system; controls the circulation of blood
- **Digestive system**—changes food into soluble form to be used by the cells of the body
- **Endocrine system**—consists of glands that secrete substances that are vital to bodily functions
- **Excretory system**—includes the kidneys, liver, lungs, intestines and skin; allows waste to be eliminated from the body
- **Histology**—the microscopic study of tissues
- **Integumentary system**—the skin
- **Muscle**—fibers that can be expanded or contracted to produce movement
- **Myology**—study of the muscles, their functions and diseases
- **Neurology**—the study of the nervous system, its functions and diseases
- **Osteology**—the scientific study of the structure and function of the bones
- **Physiology**—the study of the functions and processes of living organisms
- **Non-striated muscle**—smooth muscle tissue; involuntary muscles that function automatically
- **Reproductive system**—enables the conception and formation of offspring
- **Respiratory system**—allows a continual supply of oxygen to be provided to the body

- **Skeletal system**—forms the framework of the body; consists of different shaped bones, ligaments and cartilage

- **Striated muscle**—striped muscle tissue; voluntary muscles, controlled by will

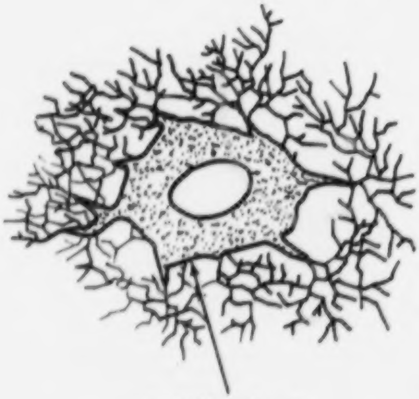
- **Vein**—tube that carries blood to the heart

OBJECTIVE 4 **Describe the characteristics and functions of a cell.**

The microscopic study of tissue is histology. We are about to look at and discuss the parts that make up a cell and how a cell produces more of its kind. Cells make up all living matter: plants, animals and bacteria. Cells are composed of a fluid called protoplasm. Protoplasm contains water, salt and food particles taken from the food ingested into the body. Although individual cells can only be seen with the aid of microscope, they can be broken down into even smaller parts.

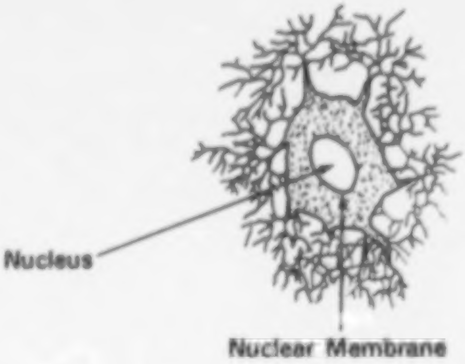
PARTS OF A CELL

1. Each cell has a **membrane**, a thin, outer wall which holds the cell together. The cell membrane holds in the protoplasm and allows other soluble matter to enter and leave.

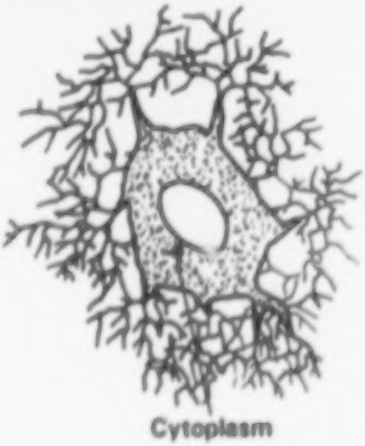


Cell Membrane

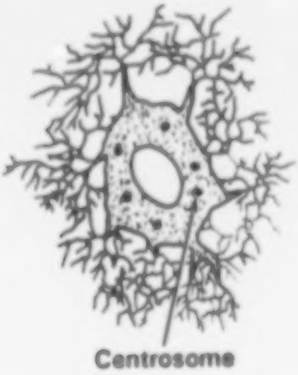
2. Located in the center of the cell is the **nucleus**. The nucleus is surrounded by the **nuclear membrane**. The nuclear membrane holds in the dense amount of protoplasm that forms the nucleus. The nucleus is important to the reproduction process of a cell, which will be discussed later in this objective.

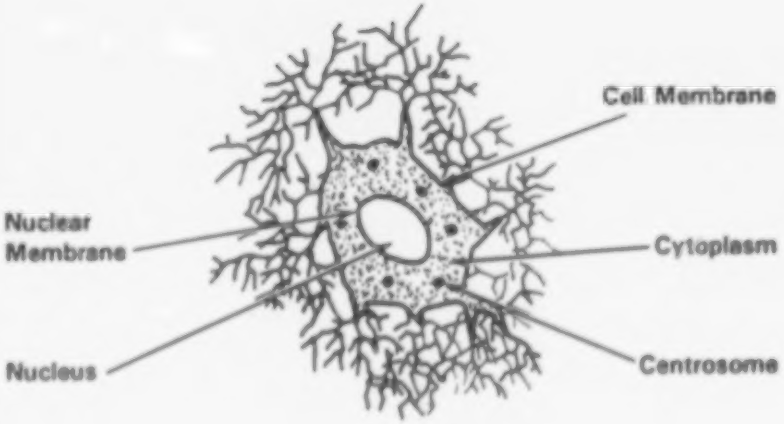


3. **Cytoplasm** is found inside the cell membrane and outside the nuclear membrane. Cytoplasm is a dense amount of protoplasm which contains food material used for self-repair, reproduction and growth of a cell.



4. **Centrosomes** are found in the cytoplasm region of the cell, also known as the cell body. Centrosomes affect the reproduction cycle of a cell.





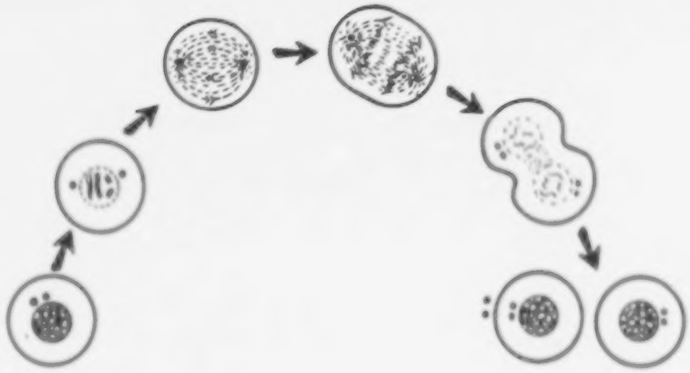
The Cell

GROWTH AND REPRODUCTION OF A CELL

NOTE: Information pertains to a human cell.

In order to grow and reproduce, a cell must have food, water and oxygen and be able to eliminate waste products. In addition to these conditions, a cell must also have the proper temperature. If conditions are not favorable due to the presence of pressure or poison, the cell will not continue to grow.

As a cell grows, it reaches maturity. When the cell reaches maturity it reproduces through a process called indirect division. Reproduction starts with changes in the nucleus before the cell divides in half. When the cell divides in half, each newly formed cell contains all the properties of the original cell. The new cells will then continue to grow, mature and reproduce.



Indirect Division Of A Cell

Body cells are nourished and given energy needed to perform their functions through a chemical change process known as metabolism. Metabolism has two phases, anabolism and catabolism. **Anabolism**, the process by which food is changed into living tissue, allows the cell to build up its tissue and continue to grow and reproduce. **Catabolism** is a chemical change that takes place in order to form waste from all that was absorbed during the anabolism phase.

OBJECTIVE 5 **Describe the five types of tissue and their functions.**

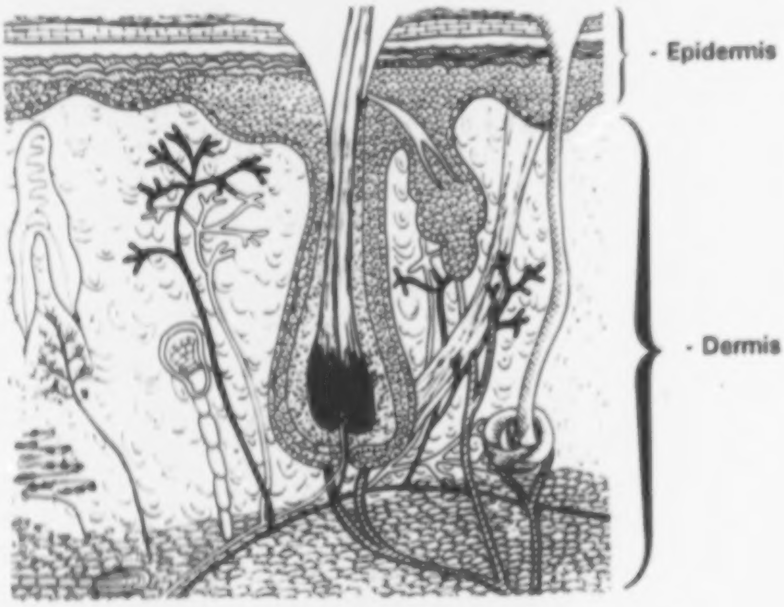
Groups of similar cells compose tissue. There are five types of tissue found in the human body. Each type of tissue has a purpose and a distinctive characteristic.

1. **Connective tissue** binds, supports, protects and nourishes the body. Examples of connective tissue are adipose, bones, cartilage, ligaments and tendons.
2. **Epithelial tissue** lines or covers surfaces of organs and cavities, forms tubes and ducts and forms the epidermis of the skin.
3. **Liquid tissue** uses blood and lymph to carry food, hormones and waste material throughout the body.
4. **Muscular tissue** forms the muscular system which enables the body to move.
5. **Nerve tissue** makes up the nervous system which includes the nerves and the brain. The nervous system forms the body's communication system.

OBJECTIVE 6 **Describe the structures and functions of the skin.**

The skin is the largest organ of the body. Healthy skin has good color and a smooth, fine texture. Skin varies in thickness, being thickest on the soles of the feet and palms of the hands and thinnest on the eyelids. Hair, nails, sebaceous and sudoriferous glands are appendages of the skin. The skin's primary function is to protect the other organs of the body.

There are two major divisions to the skin: the epidermis and the dermis. The **epidermis** is the outer layer that can be seen. It is commonly referred to as the cuticle. The epidermis serves as a protective covering and contains many small nerve endings to help it perform this function. The **dermis** lies beneath the epidermis. It is sometimes called the true skin because it contains the blood vessels, arrector pili muscles, hair follicles, papillae, lymph vessels, nerves, oil and sweat glands, veins and arteries. The elasticity of the dermis also determines the pliability of the skin.



Major Layers Of The skin

STRUCTURE OF THE SKIN

The epidermis is made up of four layers, each having distinct cells.

1. **Stratum corneum** is the outer layer; also known as the "horny" layer. These scale-like cells continually shed and are replaced by new cells from underneath. The stratum

corneum contains the protein keratin. When sweat and oil mixes on the surface of the stratum corneum, a protective barrier is formed called the acid mantle.

2. **Stratum lucidum** located beneath the stratum corneum. This layer consists of transparent cells that allow light to pass through. The stratum lucidum is also referred to as the "clear" layer.

3. **Stratum granulosum** contains cells that look like granules, which is why it also known as the "granular" layer. These cells are almost dead and are pushed upward to replace the shed cells of the stratum corneum. The cells of the stratum granulosum protect the skin against chemical penetration.

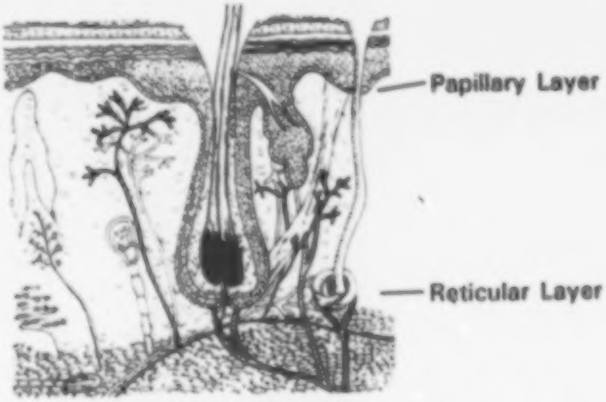
4. **Stratum germinativum** is the deepest layer of the epidermis and consists of different shaped cells that are responsible for the growth of the epidermis. The stratum germinativum was once known as the stratum mucosum and is now sometimes referred to as the "basal" layer. This layer contains melanin, the coloring pigment, which protects the skin from the sun.

The dermis is about 25 times thicker than the epidermis and is constructed of connective tissue. The dermis is made up of two layers, the papillary layer and the reticular layer, each one containing structures important to the appearance and functions of the skin.

1. **Papillary layer** is located directly beneath the epidermal layers. It contains papillae, cone-shaped projections, which contain either looped capillaries or nerve fibers known as tactile corpuscles. Some melanin is also located in this layer.

2. **Reticular layer** is located under the papillary layer in the dermis. It contains arrector pili muscles, blood vessels, fat cells, hair follicles, lymph vessels, oil glands and sweat glands. Oxygen and nutrients are supplied to the skin by the blood and lymph found in this layer. Some adipose, or fatty, tissue is also found in the reticular layer and is sometimes referred to as a separate layer called the subcutaneous layer.

NOTE: Histologists differ in opinion as to whether or not the subcutaneous tissue, which is the fatty layer, is part of the dermis or a separate layer of its own. The fatty tissue does, however, give skin its contour and serves as a cushion for the outer layers of skin.



Layers Of The Dermis

FUNCTIONS OF THE SKIN

As stated earlier in this objective, the primary function of the skin is **protection**. The skin protects the body from chemicals, minor injuries and bacterial invasions.

Absorption is another function of the skin. The skin absorbs only small amounts of products or liquids. When absorption does occur, it is through the sebaceous (oil) glands and the openings of hair follicles.

The sudoriferous (sweat) glands, which are controlled by the secretory nerves, allow the body to excrete water through perspiration. When **excretion** occurs, waste and salt are carried out of the body.

The body regulates heat by adjusting blood flow and through the sweat glands. **Heat regulation** allows the body to maintain an average internal temperature of 98.6° Fahrenheit (37° Celsius). Blood flow keeps the body warm when the temperature is cold and the evaporation of sweat cools the body when it is hot.

The skin is kept moist and pliable through the **secretion** of sebum (oil). Sebum keeps skin and hair lubricated and soft. The secretion process is controlled by the secretory nerve fibers which are attached to the sebaceous glands.

The skin responds to stimulation through **sensation.** Sensation is felt because of the nerve endings in the body. Sensory nerve fibers transmit messages from the nerve endings to the brain and motor nerves allow the skin to respond. The skin responds to heat, cold, touch, pain and pressure. If you become cold or scared you may notice "gooseflesh," which is the arrector pili muscles at work.

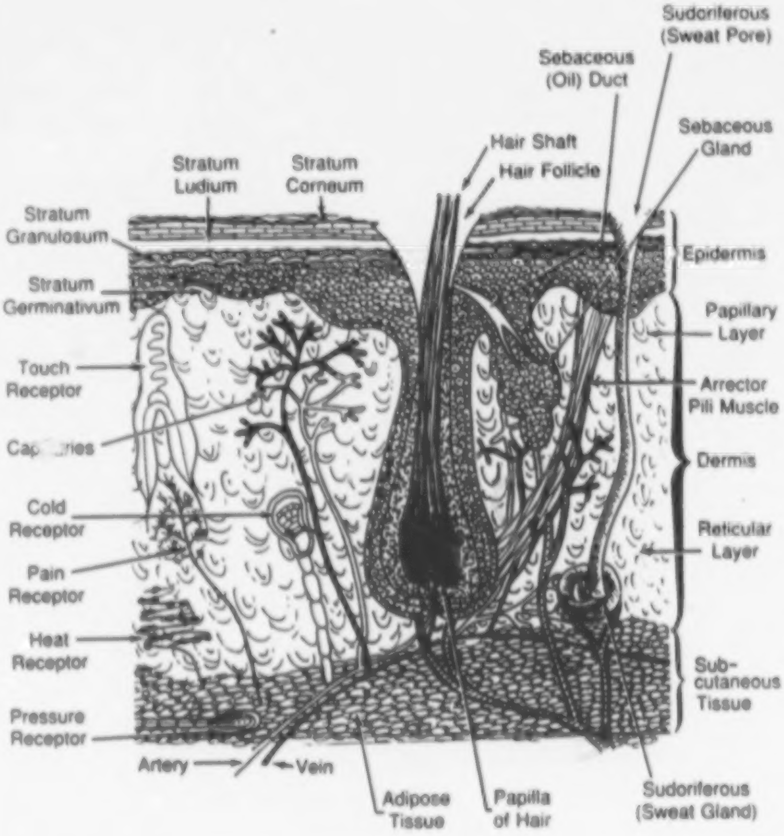


Diagram Of A Section Of The Scalp

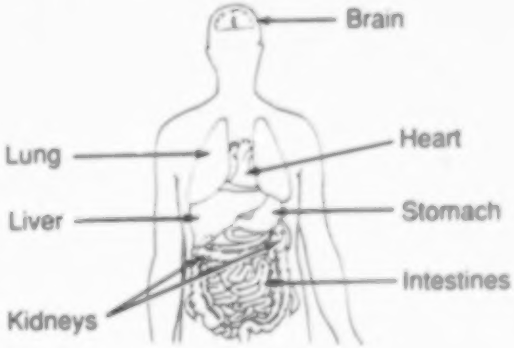
OBJECTIVE 7

List the major organs of the body.

When two or more tissues combine to perform a specific function in the body, they form an organ. There are many organs in the body, but the most important ones are:

- **Brain**—controls all functions of the body by the messages it sends and receives

- **Heart**—circulates blood throughout the body
- **Intestines**—digest food
- **Kidneys**—eliminate waste products and water from the body
- **Liver**—removes poisons from the food digested in the stomach and intestines.
- **Lungs**—supply blood with oxygen
- **Stomach**—digests food



Major Organs Of The Body

OBJECTIVE 8

List the systems of the body and discuss their functions.

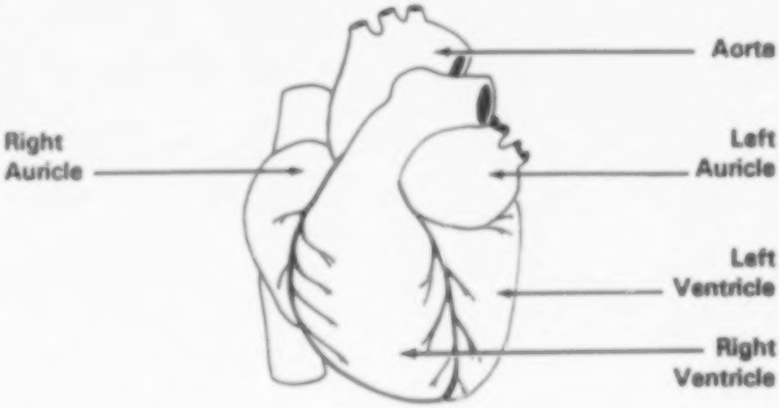
Anatomy is the study of systems and organs in the body. **Physiology** is the study of the functions of these systems and organs. A system is created when two or more organs combine to perform a particular function within the body. The human body is composed of ten systems.

CIRCULATORY SYSTEM

The **circulatory** system, also known as the vascular system, controls the circulation of blood throughout the body. The heart, arteries and veins are the means by which this function is carried out. The circulatory system consists of two divisions, the cardiovascular system and the lymph vascular system.

The **cardiovascular** system carries blood to the body cells and carries on a continual exchange of fluids with the lymph vascular system. The **lymph vascular** system removes waste from the body and deposits it in the blood. The lymph vascular system also filters out bacteria to prevent the spread of infection within the body.

The heart is the major organ of the circulatory system. The heart is divided into four sections: the left and right auricles and the left and right ventricles. The auricles receive blood from the lower chambers, the ventricles. Once the blood is received it is sent out to the body. The heart has four valves, two that separate the auricles from the ventricles and two that separate the ventricles from the arteries. The largest artery in the body, the aorta, is attached to the left ventricle.



The Heart

The function of the arteries is to carry blood from the heart throughout the body, while the veins carry the blood back to the heart. The capillaries receive blood from the arteries and distribute it to the cells. The cells are nourished then deposit waste and carbon dioxide back into the capillaries where it is taken to the veins. Waste and carbon dioxide are removed by the kidneys and the liver.

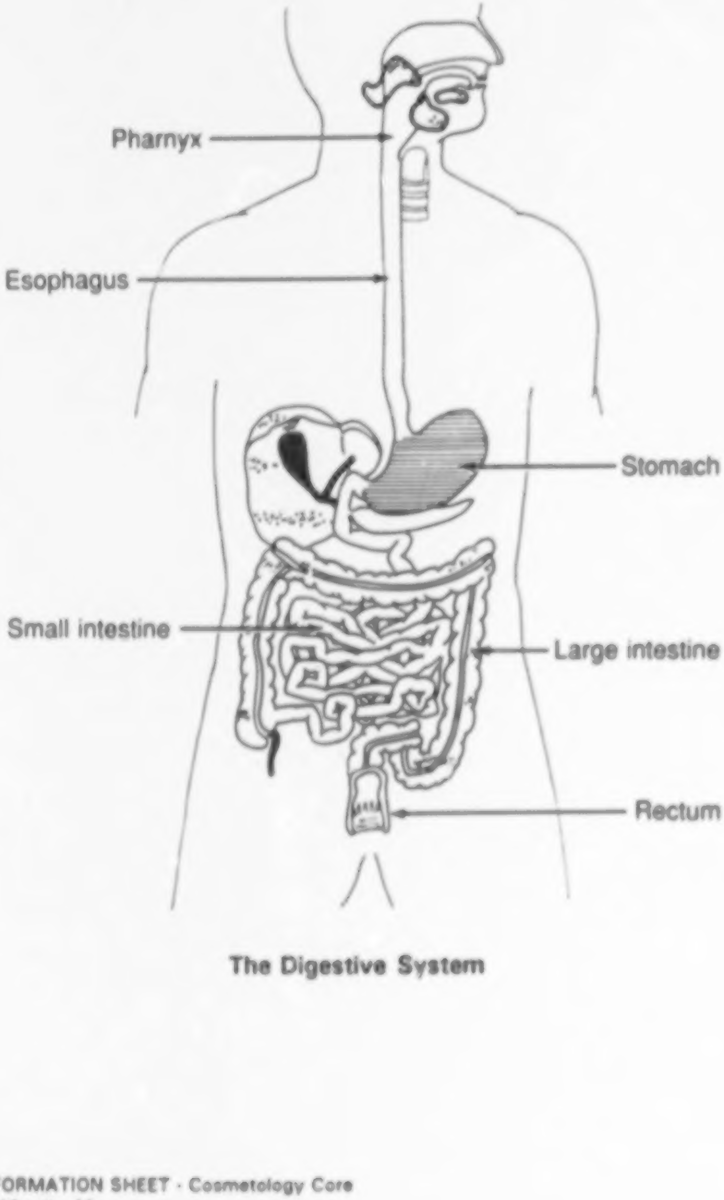
There are several components in the blood, all of which serve an important purpose to the body. Plasma is found in the blood. This yellow fluid makes up about two-thirds of the volume of blood. Plasma is mostly water and carries food and other secretions to the cells and carbon dioxide from the cells. Blood also contains red and white blood cells. Red blood cells give blood its color and exchange oxygen for carbon dioxide. White blood cells attack and destroy bacteria. Colorless cells called blood platelets clot the blood allowing it to form scabs and protect again disease.

NOTE: Lymph is similar to plasma. Lymph acts to remove bacteria from lymphocytes, white blood cells to the blood.

The Circulatory System

DIGESTIVE SYSTEM

The digestive system changes food into a soluble form to be used by the cells of the body. The major organs of the digestive system are the stomach and the small and large intestines. Digestion starts as soon as food enters the mouth. From the mouth, food travels down the pharynx and esophagus (food pipe) to the stomach. Enzymes are responsible for breaking down food in the stomach and small intestine. The broken-down food then enters the bloodstream or large intestine. The large intestine stores the waste until it is removed from the body through elimination.



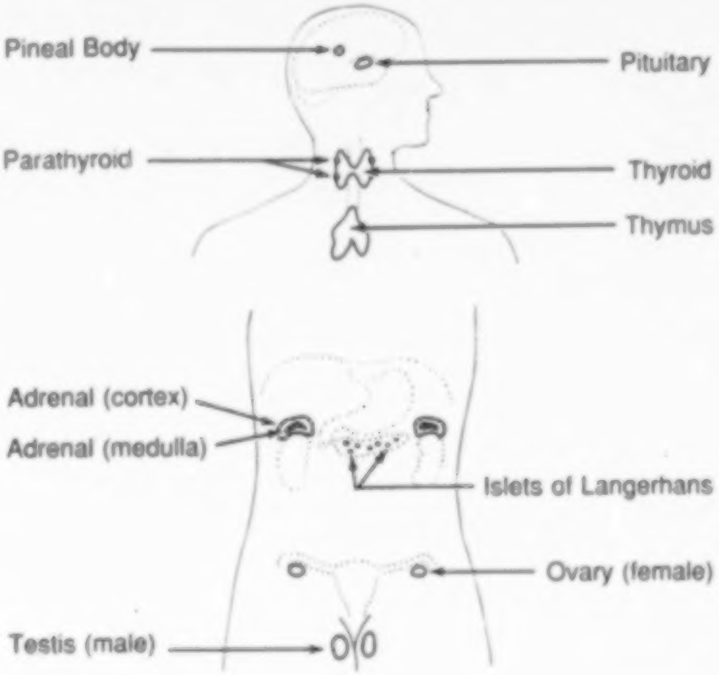
The Digestive System

ENDOCRINE SYSTEM

The endocrine system consists of glands that secrete substances that are vital to bodily function. The endocrine system consists of two primary types of glands: the endocrine and the exocrine.

The **endocrine** (ductless) glands release hormones into the bloodstream. Hormones affect only the specific organ or tissue they are produced for even though they circulate throughout the bloodstream.

The **exocrine** (duct) glands have a direct passageway from the gland to a particular part of the body. Oil, saliva, sweat and tears reach their destinations through the ducts.



The Endocrine System

EXCRETORY SYSTEM

The excretory system includes the kidneys, liver, lungs, intestines and skin. These organs work to eliminate waste from the body. If waste is not removed, poisons can enter the body.

INTEGUMENTARY SYSTEM

The integumentary system is composed of the skin and its organs, such as the sudoriferous and sebaceous glands, hair and nails. The primary function of the skin is to cover and protect the body.

NOTE: For more detailed information covering the skin and its functions refer to Objective 6.

MUSCULAR SYSTEM

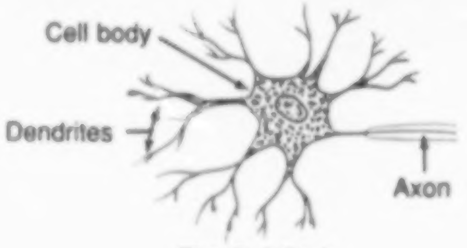
Myology is the study of the muscular system, its functions and diseases. The muscular system covers, shapes and gives support to the bones. When a muscle contracts, it pulls on the tendon attached to the bone which, in turn, causes bodily movement.

There are three types of muscle tissue: striated, non-striated and cardiac. **Striated** (striped) muscle tissue is controlled by will. Because it is controlled by will, striated tissue is sometimes called voluntary muscle tissue. **Non-striated** muscle tissue is smooth and functions automatically. The autonomic nervous system controls this involuntary muscle tissue. **Cardiac** muscle tissue is found only in the heart and is controlled by the autonomic nervous system.

NERVOUS SYSTEM

The brain, the spinal cord, and nerves create the nervous system. **Neurology** is the study of the nervous system. The nervous system controls and regulates many of the functions performed by the other systems. The entire body is covered by the nervous system, which enables the body to communicate. Nerves are long, white cords that originate in the spinal cord and brain and spread over the entire body.

The nerves are composed of structures called **neurons**, which are cell bodies. The cell body is made up of axons and dendrites. Axons carry impulses from the body to the brain. Dendrites carry impulses from the brain to the cell body. The size of nerves varies with its location in the body.



The Cell Body

There are three types of nerves in the nervous system: motor, sensory and mixed nerves. **Motor nerves**, also called efferent nerves, are responsible for bodily movements. Motor nerves respond to impulses sent out from the brain. **Sensory nerves**, also known as afferent nerves, carry impulses to the brain. **Mixed nerves** have the ability to send and receive messages because they contain both motor and sensory nerve fibers.

There are three main divisions within the nervous system. The **central nervous system** or cerebrospinal system, controls the voluntary body movements, functions of the five senses and mental activities. Messages carried to and from the brain by sensory and motor nerves are controlled by the **peripheral nervous system**. Involuntary bodily functions are regulated by the **autonomic nervous system**. Combined, the three divisions carry out the functions of the nervous system.

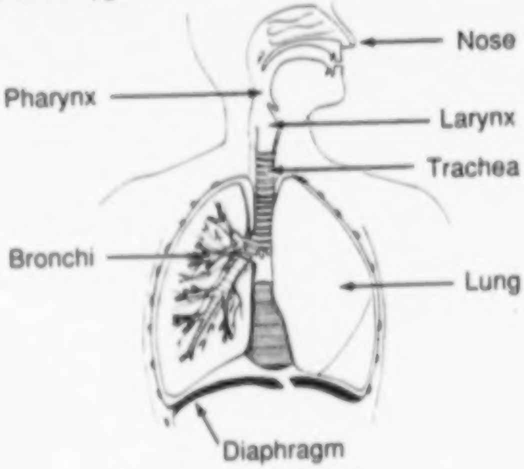
REPRODUCTIVE SYSTEM

The reproduction system enables the conception and formation of offspring. The reproductive organs differ in men and women.

RESPIRATORY SYSTEM

The respiratory system allows a continual supply of oxygen to be provided to the body. The lungs, nose, pharynx, larynx, trachea, bronchi and diaphragm make up the respiratory system.

When oxygen is breathed in, a process called **inhalation** occurs. The oxygen is taken into the bloodstream for use by the body. Carbon dioxide found in the air must be expelled from the body. This process is called **exhalation**. Oxygen is more essential to life than food or water. A person cannot live more than a few minutes without oxygen.

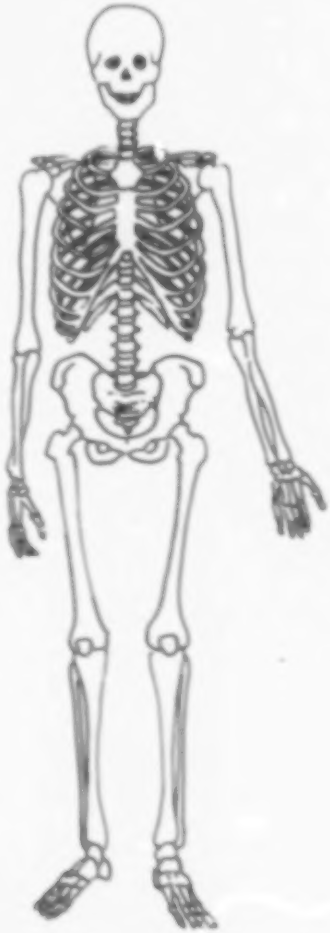


The Respiratory System

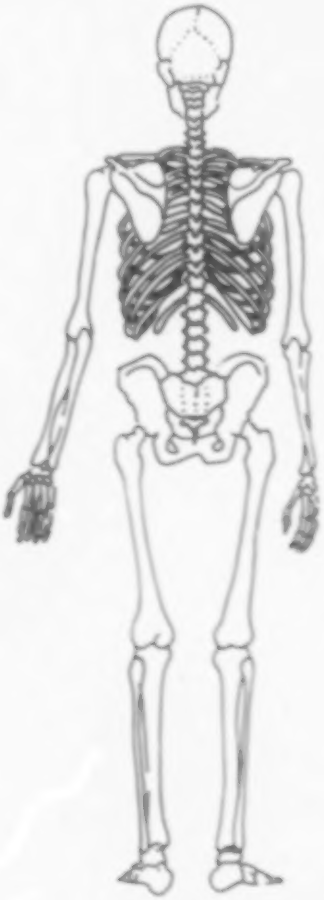
SKELETAL SYSTEM

Osteology is the scientific study of the structure and function of the bones. Bones, ligaments and cartilage make up the skeletal system. The skeletal system forms the framework for the body. The framework is designed to protect the organs in the body and provide support for bodily movement.

Bone is composed of connective tissue. The two major minerals found in bone are calcium and phosphorus. Ligaments hold the bones together and cartilage cushions them from stress during movement. The point at which two bones join is known as a joint. Joints may be moveable or immoveable. Bones in the skull are immoveable, while bones of the spine are moveable.

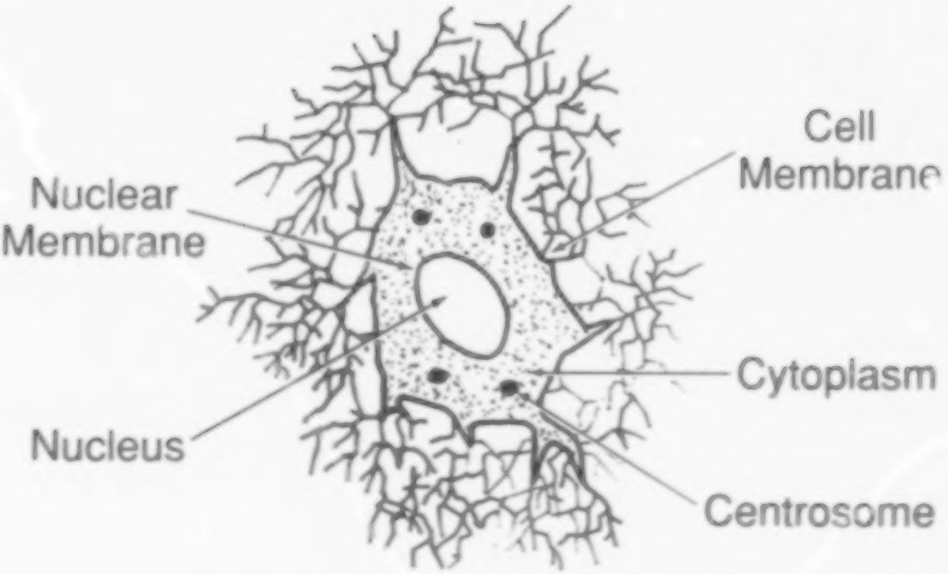


Skeleton, front view

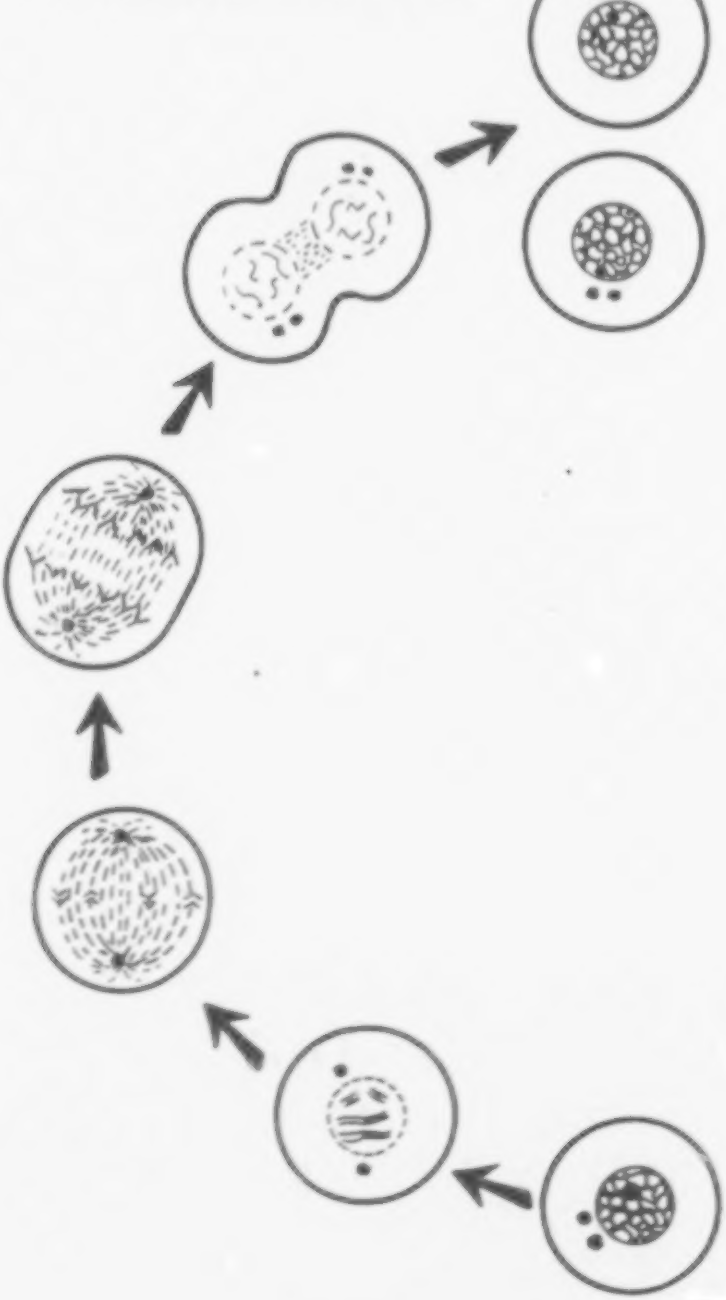


Skeleton, back view

The Cell

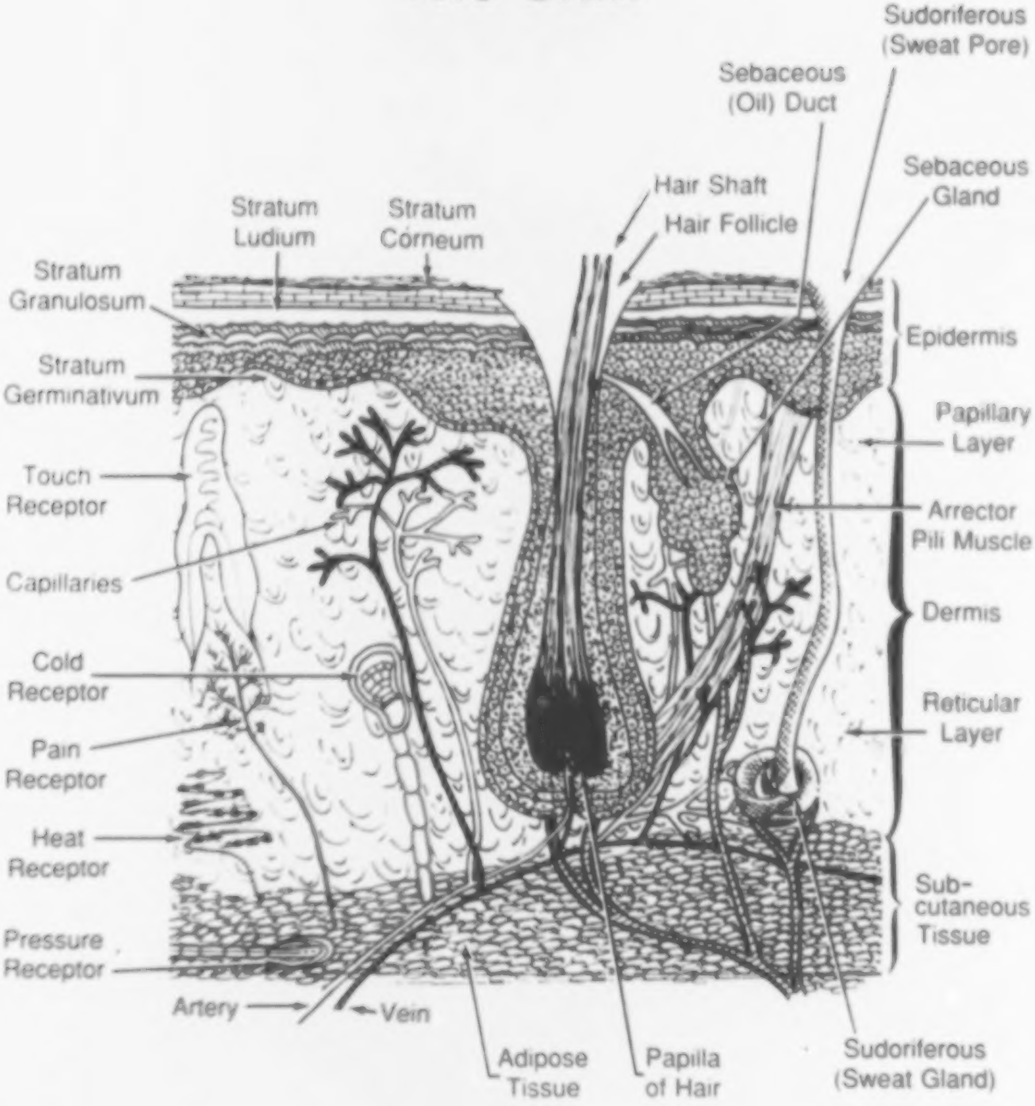

Cell Membrane
Nuclear Membrane
Cytoplasm
Nucleus
Centrosome

Indirect Division

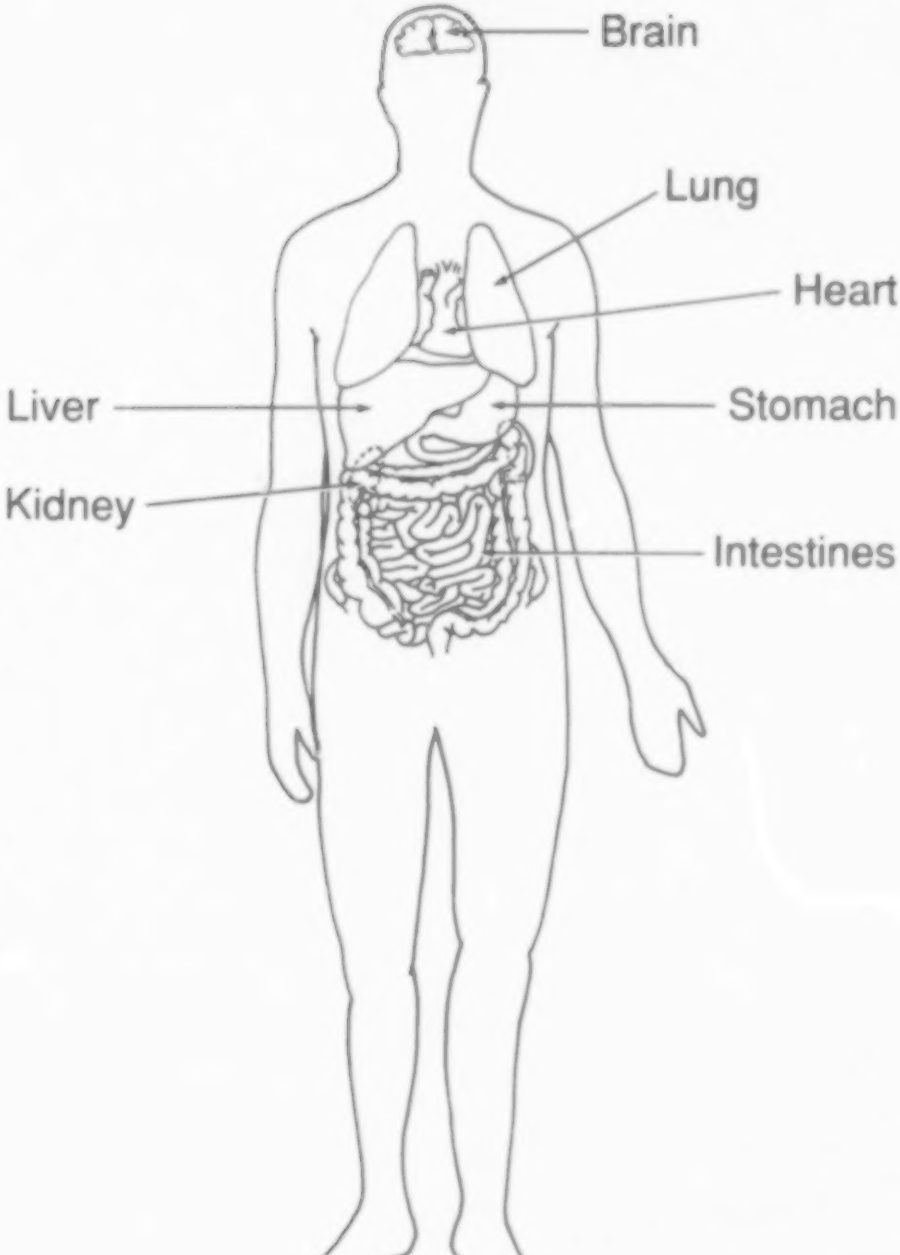


TRANSPARENCY MASTER 2 - Cosmetology Core
CIMC - V - 37

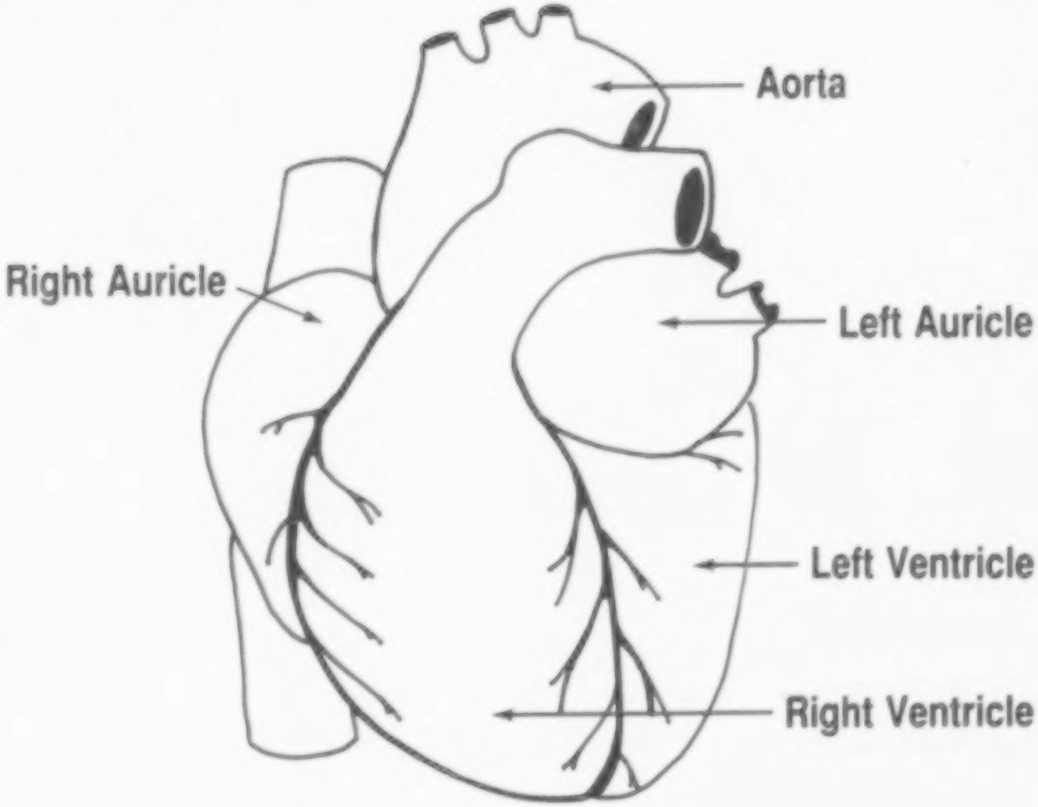
The Skin


Sudoriferous (Sweat Pore)
Sebaceous (Oil) Duct
Hair Shaft
Hair Follicle
Sebaceous Gland
Stratum Ludium
Stratum Corneum
Stratum Granulosum
Stratum Germinativum
Epidermis
Papillary Layer
Touch Receptor
Capillaries
Arrector Pili Muscle
Dermis
Cold Receptor
Reticular Layer
Pain Receptor
Heat Receptor
Sub-cutaneous Tissue
Pressure Receptor
Artery
Vein
Adipose Tissue
Papilla of Hair
Sudoriferous (Sweat Gland)

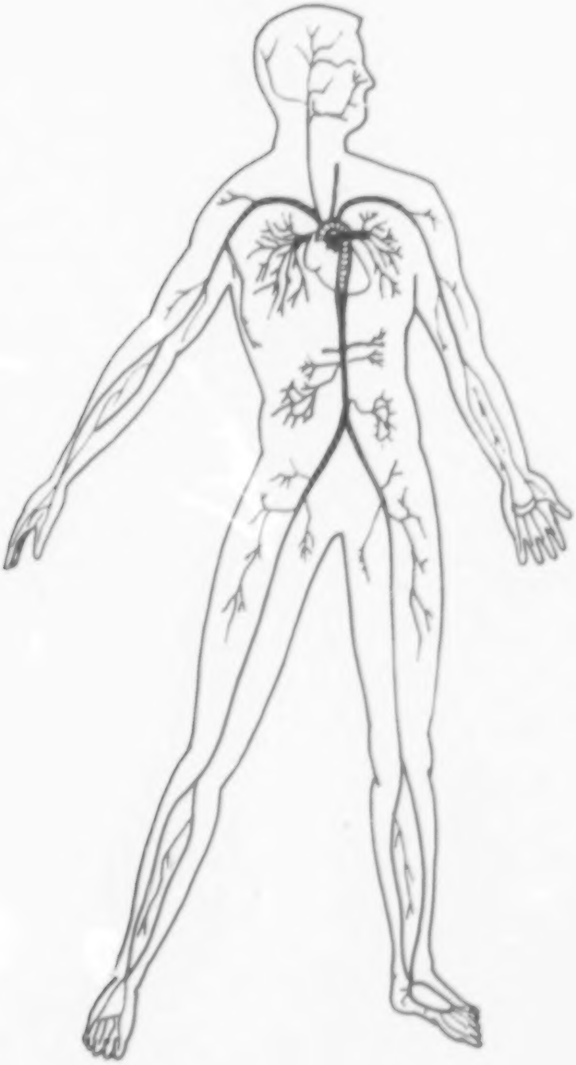
The Organs



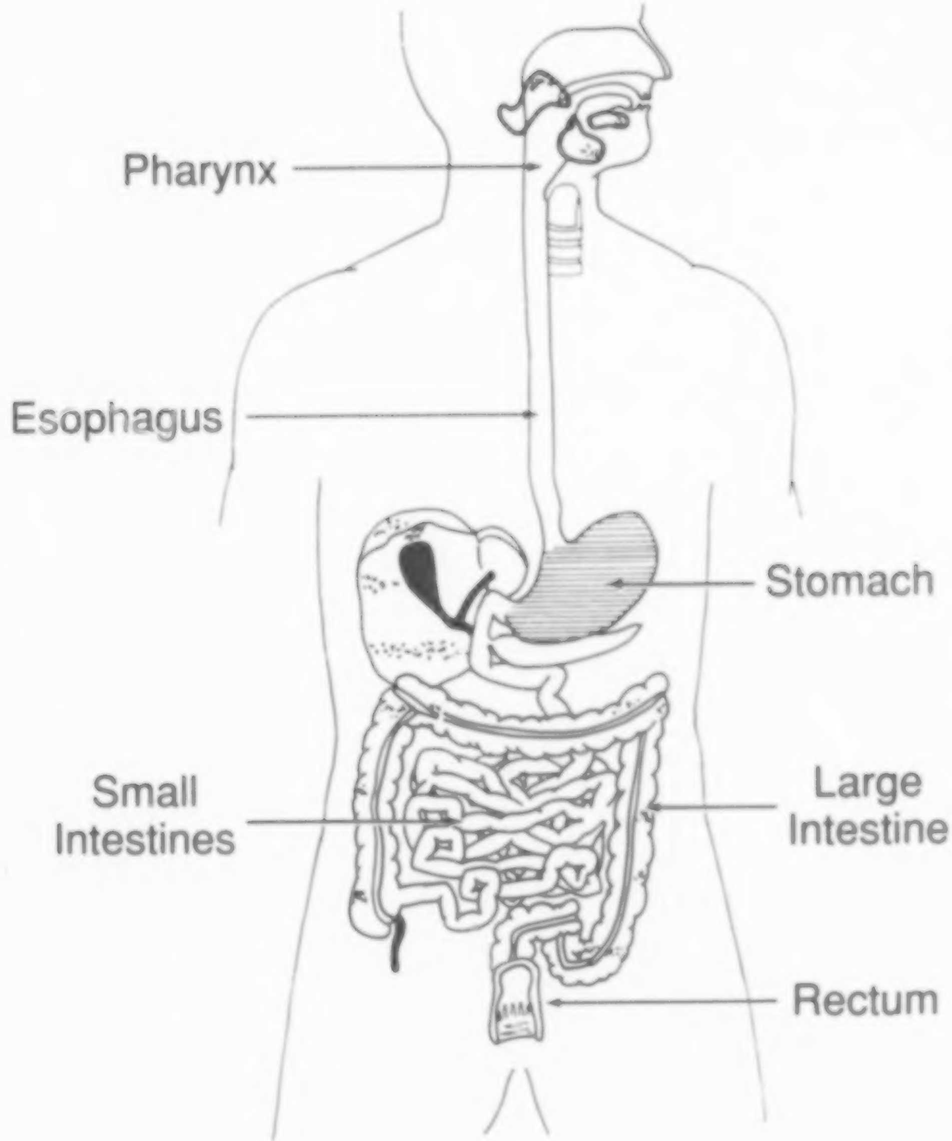
The Heart


Aorta
Right Auricle
Left Auricle
Left Ventricle
Right Ventricle

The Circulatory System

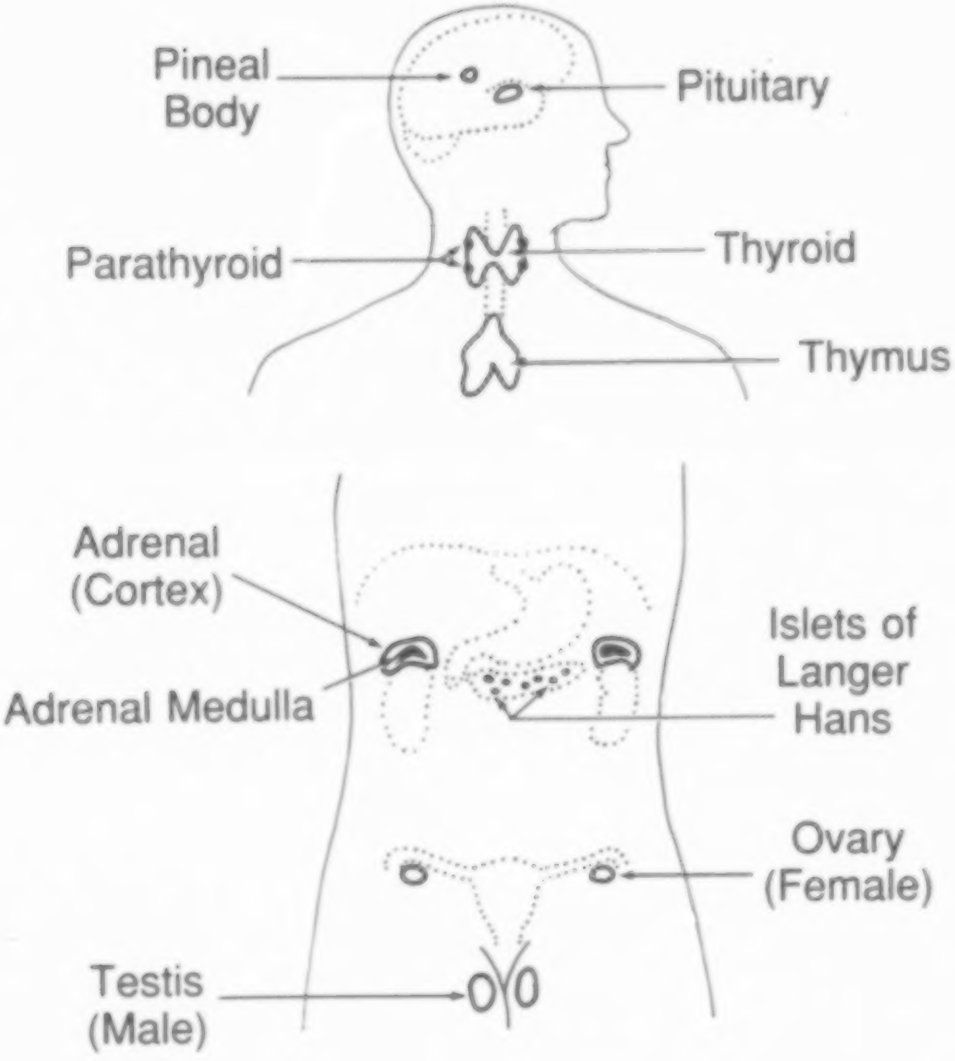


The Digestive System

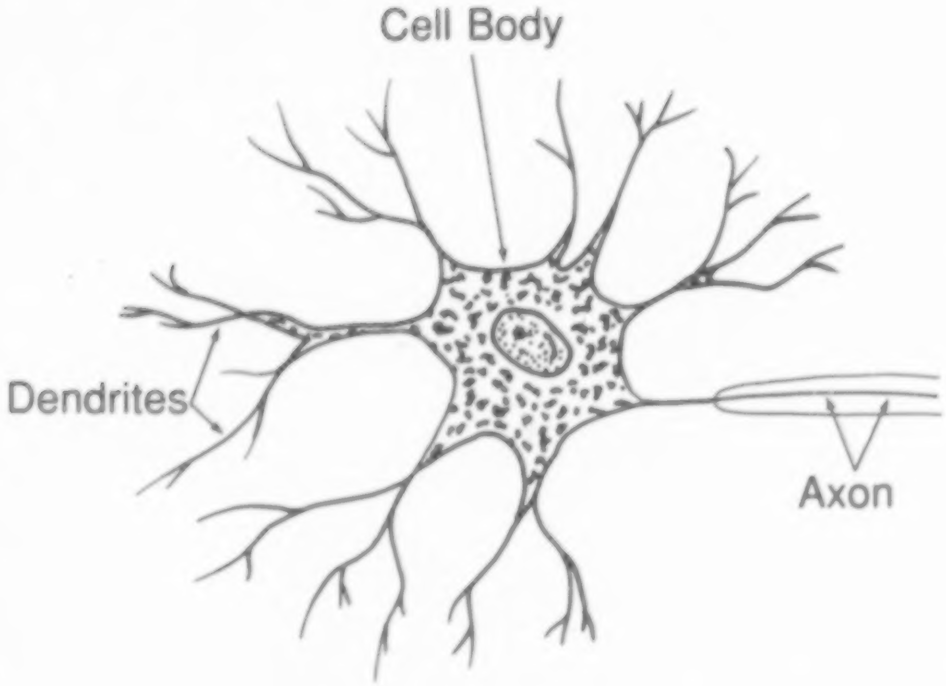


TRANSPARENCY MASTER 7 - Cosmetology Core
CIMC - V - 47

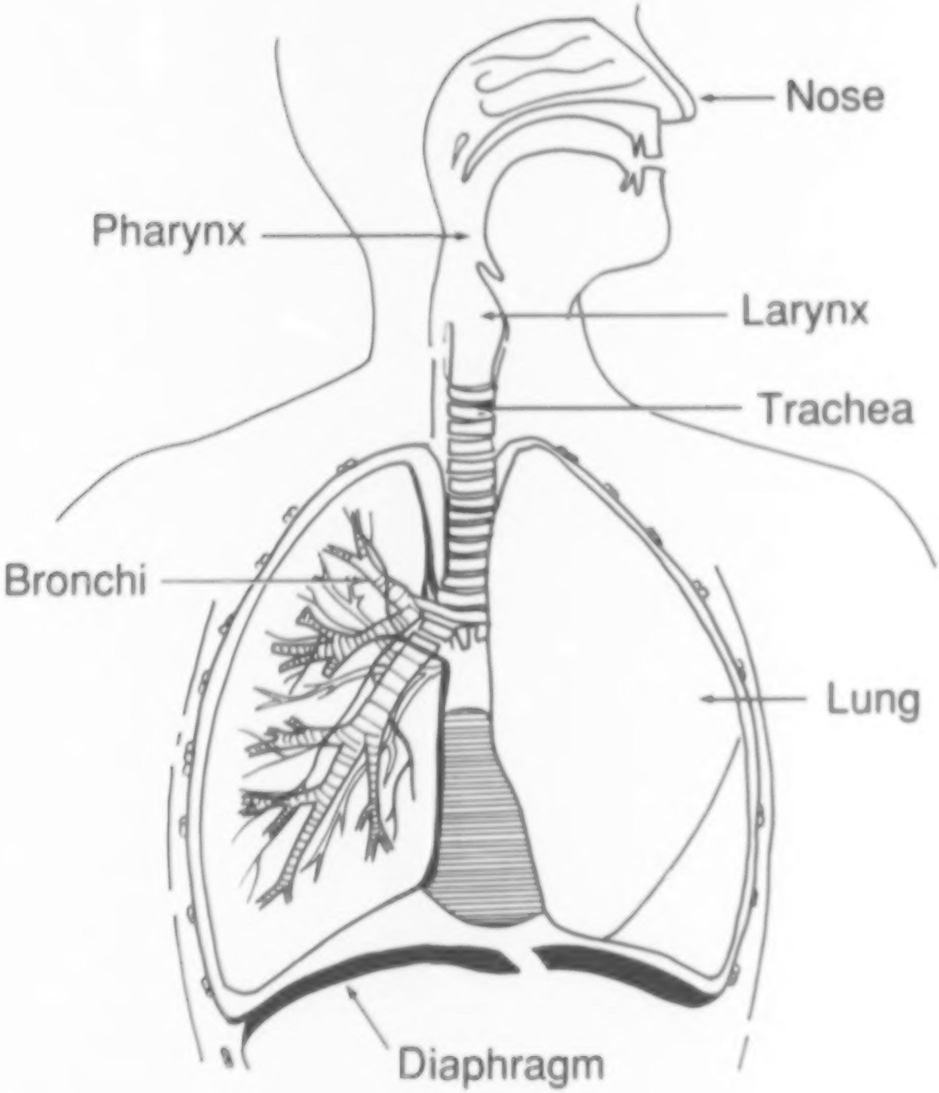
The Endocrine System



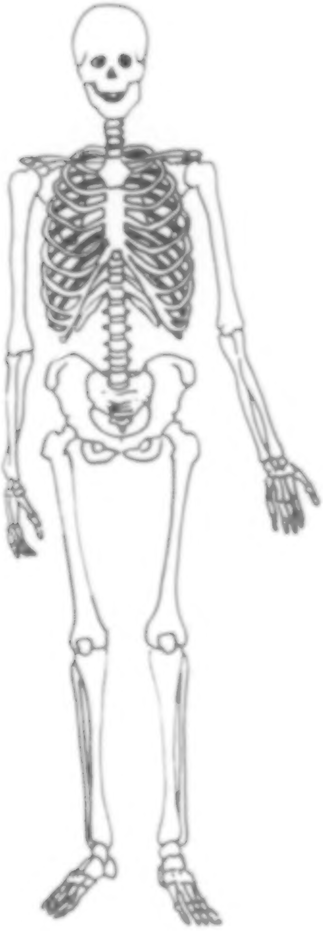
The Cell Body



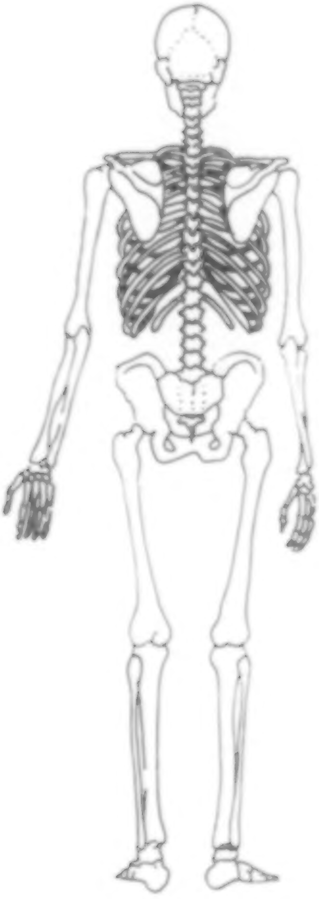
The Respiratory System



The Skeletal System



Skeleton, front view



Skeleton, back view

ASSIGNMENT SHEET 1

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY

V

NAME__________________________ SCORE____________

OBJECTIVE 9

Label a diagram of a cell.

DIRECTIONS

Write the correct number in the appropriate blank.

___ a. cell membrane

___ b. nucleus

___ c. nuclear membrane

___ d. cytoplasm

___ e. centrosome

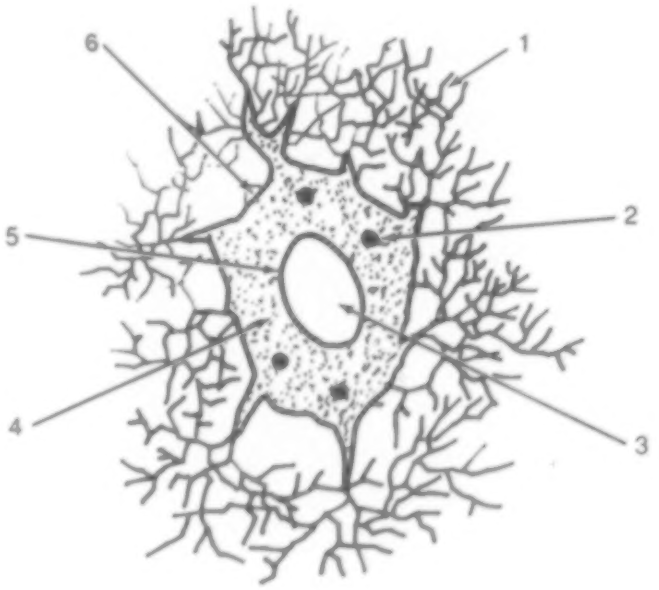
___ f. dendrites

Functional Reading Skills

- Use content area vocabulary

Life Science Skills

- Investigate/apply principles of anatomy/physiology
- Identify/classify living organisms



ASSIGNMENT SHEET 2

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

NAME__________________________________ SCORE____________

OBJECTIVE 10 **Label a diagram of a section of skin.**

DIRECTIONS Write the correct number in the appropriate blank.

Functional Reading Skills

- Use content area vocabulary

Life Science Skills

- Investigate/apply principles of anatomy/physiology
- Investigate Health Issues
- Identify/classify living organisms

Part I

___ a. epidermis

___ b. dermis

___ c. arrector pili muscle

___ d. hair follicle

___ e. papilla of hair

___ f. vein

___ g. capillaries

___ h. artery

___ i. stratum corneum

___ j. stratum lucidum

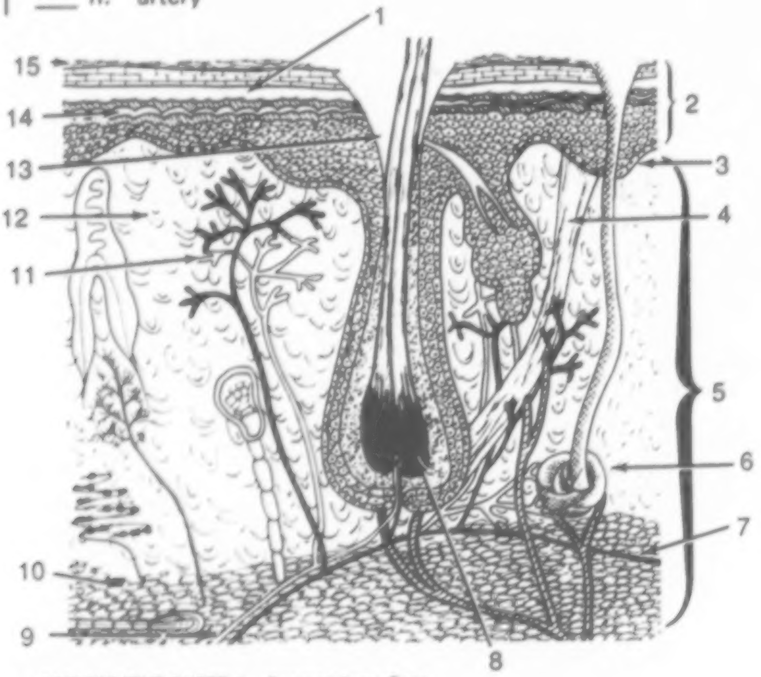
___ k. stratum granulosum

___ l. stratum germinativum

___ m. papillary layer

___ n. rectivular layer

___ o. adipose tissue



Part II

___ a. sebaceous gland

___ b. sudoriferous gland

___ c. touch receptor

___ d. pain receptor

___ e. pressure receptor

___ f. subcutaneous tissue

___ g. sweat pore

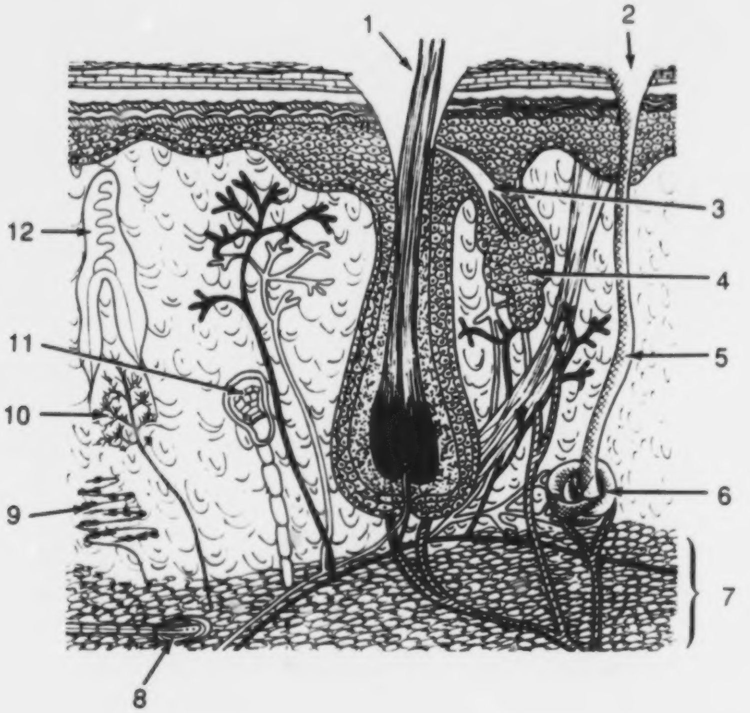
___ h. cold receptor

___ i. heat receptor

___ j. sweat duct

___ k. sebaceous duct

___ l. hair shaft



ASSIGNMENT SHEET 3

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY

V

NAME________________________ SCORE__________

OBJECTIVE 11

Identify the organs and parts of the body.

DIRECTIONS

Write the correct number in the appropriate blank.

____ a. brain

____ b. intestines

____ c. liver

____ d. stomach

____ e. heart

____ f. kidney

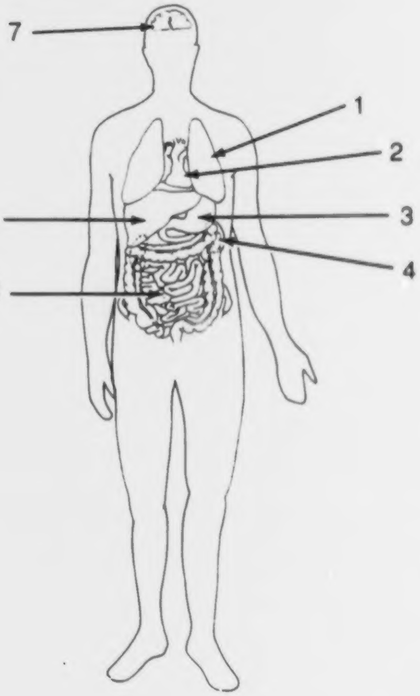
____ g. lungs

Functional Reading Skills

- Use content area vocabulary

Life Science Skills

- Investigate/apply principles of anatomy/physiology
- Identify/classify living organisms



ASSIGNMENT ANSWERS

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

ASSIGNMENT SHEET 1

a. 6

b. 3

c. 5

d. 4

e. 2

f. 1

ASSIGNMENT SHEET 2

Part I	Part II
a. 2	a. 4
b. 5	b. 6
c. 4	c. 12
d. 13	d. 10
e. 8	e. 8
f. 7	f. 7
g. 11	g. 2
h. 9	h. 11
i. 15	i. 9
j. 1	j. 5
k. 14	k. 3
l. 3	l. 1
m. 12	
n. 6	
o. 10	

ASSIGNMENT SHEET 3

a. 7

b. 5

c. 6

d. 3

e. 2

f. 4

g. 1

WRITTEN TEST

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY V

NAME________________________ SCORE__________

OBJECTIVE 1

Match terms associated with the characteristics and functions of the skin and body to their correct definitions. Write the correct letter in the blank.

Part I

____ 1. Coiled base at the end of a sweat gland

____ 2. Clear, yellowish fluid found in blood

____ 3. Fatty tissue

____ 4. Coloring pigment found in the skin

____ 5. Small blood vessel that connects the arteries to the veins

____ 6. Layer of skin located under the epidermis; true skin

____ 7. Microscopic study of the structure of tissue

____ 8. External organ or part

____ 9. Outer layer of skin; cuticle

____ 10. Tube structure that allows secretions or excretions to pass through the body

____ 11. Fluid that circulates throughout the body carrying oxygen and other materials.

a. Adipose tissue
b. Appendage
c. Blood
d. Capillary
e. Complexion
f. Dermis
g. Duct
h. Epidermis
i. Fundus
j. Histology
k. Lymph
l. Melanin

May be photocopied for student use.

____ 12. Appearance of face including texture and color

Part II

____ 1. Oil gland

____ 2. A group of similar cells that act together to perform a particular function

____ 3. Consists of transparent cells; clear layer

____ 4. Cordlike bundles of fibers that connect to the central nervous system

____ 5. Fatty layer located in the dermis

____ 6. Nerve fiber ending

____ 7. Located directly beneath the epidermis; contains papillae

____ 8. Appearance or feel of a surface; smooth, rough, dry, etc.

____ 9. Sweat gland

____ 10. Granular layer; cells look like granules

____ 11. Responsible for growth of epidermis; contains different shaped cells

____ 12. Located in dermis, contains arrector pili muscles, blood vessels, fat cells, hair follicles, etc.

____ 13. Outer layer of skin, horny layer; consists of scales that continually shed and are replaced.

a. Nerve
b. Papillary layer
c. Reticular layer
d. Sebaceous gland
e. Stratum corneum
f. Stratum germinativum
g. Stratum granulosum
h. Stratum lucidum
i. Subcutaneous tissue
j. Sudoriferous gland
k. Tactile corpuscle
l. Texture
m. Tissue

May be photocopied for student use.

OBJECTIVE 2

Match terms associated with cells to their correct definitions. Write the correct letter in the blank.

_____ 1. Surface layer of the cytoplasm of a cell; thin outer wall which holds the cell together

_____ 2. Made up of protoplasm; a minute structure basic to all living things

_____ 3. Colorless fluid that contains water and food essential to living matter

_____ 4. Process by which food is changed into living tissue

_____ 5. Center of a cell causes cell to split in half at maturity

_____ 6. Located outside the nucleus; contains material necessary for cell self-repair and growth

_____ 7. Process by which tissue is changed to waste

_____ 8. Chemical changes in living cells that involve the building up and tearing down of cells

_____ 9. Body of cytoplasm; affects the reproduction cycle of a cell

a. Anabolism

b. Catabolism

c. Cell

d. Centrosome

e. Cytoplasm

f. Membrane

g. Metabolism

h. Nucleus

i. Protoplasm

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OBJECTIVE 3

Match terms associated with the body systems to their correct definitions. Write the correct letter in the blank.

Part I

_____ 1. The heart

_____ 2. Fibers that can be expanded or contracted to produce movement

_____ 3. The skin

_____ 4. Study of the systems and organs in the body

_____ 5. Microscopic study of tissues

_____ 6. Also known as the vascular system

_____ 7. Consists of glands that secrete substances that are vital to bodily functions

_____ 8. Tube that carries blood away from the heart

_____ 9. Includes the kidneys, liver, lungs, intestines and skin; allows waste to be eliminated from the body

_____ 10. Changes to food into soluble form to be used by the cells of the body

a. Anatomy
b. Artery
c. Cardiac muscle
d. Circulatory system
e. Digestive system
f. Endocrine system
g. Excretory system
h. Histology
i. Integumentary system
j. Muscle

Part II

_____ 1. Striped muscle tissue

_____ 2. Tubes that carry blood to the heart

_____ 3. Study of the muscles, their functions and diseases

a. Myology
b. Neurology
c. Osteology
d. Physiology

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____ 4. Smooth muscle tissue

____ 5. Enables conception and formation of offspring

____ 6. Study of the functions and processes of living organisms

____ 7. Scientific study of the structure and function of the bones

____ 8. Allows continual supply of oxygen to be provided to the body

____ 9. Study of the nervous system, its functions and diseases

____ 10. Forms framework of the body

e. Non-striated muscle

f. Reproductive system

g. Respiratory system

h. Skeletal system

i. Striated muscle

j. Vein

OBJECTIVE 4 **Describe the characteristics and functions of a cell.**

____

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____

OBJECTIVE 5 **Describe the five types of tissue and their functions.**

1. Connective tissue: ______________________________

____

____

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2. Epithelial tissue: ______________________________

3. Liquid tissue: ______________________________

4. Muscular tissue: ______________________________

5. Nerve tissue: ______________________________

OBJECTIVE 6 **Describe the structures and functions of the skin.**

OBJECTIVE 7 **List the major organs of the body.**

1. ______________________________
2. ______________________________

May be photocopied for student use.

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

OBJECTIVE 8 **List the systems of the body and discuss their functions.**

1. ______________________________

____

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2. ______________________________

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3. ______________________________

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4. ______________________________

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5. ______________________________

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May be photocopied for student use.

6. ____

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7. ____

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8. ____

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9. ____

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10. ____

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NOTICE The following Assignment Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 9 **Label a diagram of a section of skin.** SCORE _____

OBJECTIVE 10 **Label a diagram of a cell.** SCORE _____

OBJECTIVE 11 **Identify the organs and parts of the body.** SCORE _____

May be photocopied for student use.

RECOGNIZING THE CHARACTERISTICS AND FUNCTIONS OF THE SKIN AND BODY

OBJECTIVE 1

Part I

1. i 7. j
2. k 8. b
3. a 9. h
4. l 10. g
5. d 11. c
6. f 12. e

Part II

1. d 8. l
2. m 9. j
3. h 10. g
4. a 11. f
5. i 12. c
6. k 13. e
7. b

OBJECTIVE 2

1. f 6. e
2. c 7. b
3. i 8. g
4. a 9. d
5. h

OBJECTIVE 3

Part I

1. c
2. j
3. i
4. a
5. h
6. d
7. f
8. b
9. g
10. e

Part II

1. i
2. j
3. a
4. e
5. f
6. d
7. c
8. g
9. b
10. h

OBJECTIVE 4

Cells are composed of a fluid called protoplasm. Cells are constructed of a cell membrane, a thin outer layer or wall which holds the cell together. The membrane allows soluble matter to enter and leave. In the center of the cell is the nucleus which is important to the reproduction process. Cytoplasm is found inside the cell membrane and outside the nuclear membrane. Cytoplasm contains food material used for self-repair, reproduction and growth. Centrosomes are found in the cytoplasm region of the cell; they also affect the reproduction cycle of the cell. Cells will grow if they have food, water and oxygen and are able to remove waste. They must also have the proper temperature to grow and reproduce. When a cell reaches maturity, it will reproduce through indirect division. Cells are nourished and given energy needed to perform their functions through a chemical change process known as metabolism. Anabolism is the process by which food is changed into living tissue which allows the cell to build, grow and reproduce. Catabolism allows the cell to remove waste.

OBJECTIVE 5

1. Connective tissue binds, supports, protects and nourishes the body. Examples of connective tissue are adipose bones, cartilage, ligaments and tendons.

2. Epithelial tissue lines or covers surfaces of organs and cavities, forms tubes and ducts and forms the epidermis of the skin.

3. Liquid tissue uses blood and lymph to carry food, hormones and waste material throughout the body.

4. Muscular tissue forms the muscular system which enables the body to move.

5. Nerve tissue makes up the nervous system which includes the nerves and the brain. The nervous system forms the body's communication system.

OBJECTIVE 6

The skin is the largest organ of the body. The skin's primary function is to protect the other organs of the body. The two major divisions of the skin are the epidermis and the dermis. The epidermis is the outer layer, sometimes called the cuticle. The epidermis protects the dermis. The dermis lies beneath the epidermis and is sometimes called the true skin. It contains blood vessels, arrector pili muscles, hair follicles, papillae, lymph vessels, nerves, oil and sweat glands, veins and arteries. The epidermis has four layers: stratum corneum, stratum lucidum, stratum granulosum and stratum germinativum. The stratum corneum is also known as the horny layer. The scale-like cells continually shed and are replaced. The stratum lucidum is located beneath the stratum corneum. Transparent cells that allow light to pass through are found in the stratum lucidum, which is also known as the clear layer. The stratum granulosum contains cells that look like granules. These cells replace the shed cells of the stratum corneum. The stratum granulosum protects the skin against chemical penetration. The deepest layer of the epidermis the stratum germinativum. These cells are responsible for growth of the epidermis. The dermis is constructed of connective tissue. It is made up of two layers: the papillary and the reticular. The papillary layer is located beneath the epidermal layers. It contains papillae and some melanin. The reticular layer is located under the papillary layer. It contains arrector pili muscles, blood vessels, fat cells, hair follicles, lymph vessels, oil glands and sweat glands. Adipose tissue is found in this layer and also in the subcutaneous layer.

Functions of the skin include protection, absorption, excretion, heat regulation, secretion and sensation. The skin protects the body from chemicals, minor injuries and bacterial infections. The skin only absorbs small amounts of liquids and products through the sebaceous glands and the openings of hair follicles. The sweat glands excrete water through perspiration. The skin allows this excretion process and thus the elimination of waste. Heat regulation allows the body to maintain an average internal temperature. Evaporation of sweat cools the body when it is hot. The skin is kept moist and pliable through the secretion of sebum. The skin responds to stimulation through sensation.

OBJECTIVE 7

1. Brain
2. Heart
3. Intestines
4. Kidneys
5. Liver
6. Lungs
7. Stomach

OBJECTIVE 8

1. The Circulatory System is also known as vascular system. It controls the circulation of blood throughout the body and uses the heart, arteries and veins to carry out this function. The circulatory system has two divisions, the cardiovascular system and lymph vascular system.

2. The Digestive System changes food into a soluble form to be used by the cells of the body. The major organs of the digestive system are the stomach and the large and small intestines.

3. The Endocrine System consists of glands that secrete substances that are vital to bodily functions. The endocrine system consists of two primary types of glands, endocrine and exocrine.

4. The Excretory System includes the kidneys, liver, lungs, intestines and skin. These organs work to eliminate waste from the body.

5. The Integumentary System is composed of the skin and its organs, such as sudoriferous and sebaceous glands, hair and nails. The primary function of the skin is to cover and protect the body.

6. The Muscular System covers, shapes and gives support to the skeleton. Muscles control bodily movement.

7. The Nervous System consists of the brain, spinal cord and the nerves. The nervous system controls and regulates many of the functions performed by the other systems. It allows the body to communicate. Nerves are long, white bundles of cords that originate in the spinal cord and brain and spread throughout the body. There are three main divisions within the nervous system: the central nervous system, the peripheral nervous system and the autonomic system.

8. The Reproductive System enables the conception and formation of offspring. The reproductive organs differ in men and woman.

9. The Respiratory System allows a continual supply of oxygen to be provided to the body. The lungs, nose, pharynx, larynx, trachea, bronchi and diaphragm makeup the respiratory system.

10. The Skeletal System is made up of bones, ligaments and cartilage. The skeletal system forms the framework for the body. The framework protects the organs in the body and provides support for bodily movement.

OBJECTIVES 9-11 Refer to the answers to Assignment Sheets 1 through 3.

OBJECTIVE SHEET

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

INTRODUCTION

Working as a cosmetologist involves contact with people who may carry a variety of disorders and/or diseases into the work place. Therefore, it is necessary for a cosmetologist to have a common knowledge of general disorders and diseases of the hair, nails, scalp and skin.

UNIT OBJECTIVE

After completing this unit, the student should identify common disorders and diseases. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with common disorders and diseases to their correct definitions.
2. Describe the disorders of the hair, nails, scalp and skin.
3. Match terms associated with contagious diseases to their correct descriptions.
4. List the non-contagious diseases.
5. Define primary and secondary lesions of the skin.
6. Complete a crossword puzzle on the common disorders of the hair and nails. (Assignment Sheet 1)
7. Complete a crossword puzzle on the common disorders of the scalp and skin. (Assignment Sheet 2)
8. Complete a crossword puzzle on the common diseases of the hair, nails, scalp and skin. (Assignment Sheet 3)

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes and other media.
- Invite guest speakers.
  - Invite a nurse from a local doctor's office or hospital to speak about skin disorders.
  - Invite a doctor from a local office or hospital to speak about contagious diseases of the hair, nails, scalp and skin.
  - Invite a cosmetologist from a local shop to speak about the diseases and disorders he or she has identified.
  - Invite an UpJohn representative to speak about and show slides on baldness.
  - Invite a technician from Correlations to speak to the class about chemicals that remove marks left by wounds. (Correlations, Dallas, TX (214) 357-7551)

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Invite a nurse from a local doctor's office or hospital to speak to the class about skin disorders.
- Tell the students how important it is to know the characteristics of the common disorders and diseases of the hair, nails, scalp and skin.

Objective 2

- Ask a cosmetologist from a local shop to speak to the class about the diseases and disorders he or she has identified.
- Ask an UpJohn representative to speak about and show slides on baldness.

- Show the video *Male Pattern Baldness*.
- Use Transparency Masters 1-3.

Objective 3

- Invite a doctor from a local office or hospital to speak about contagious diseases of the hair, nails, scalp and skin.
- Have students practice (role play) informing a client that a disease could be present and refer him or her to a physician.
- Use Transparency Master 4, "Contagious Diseases of the Scalp.

Objective 4

- Use Handout 1 to play "Disease Bingo" with students to help them retain disease information.
- Use Transparency Master 5, "Nail Diseases."

Objective 5

- Invite a technician from Correlations to speak to the class about chemicals that remove marks left by wounds.

APPLICATION

Objective 6

- Use Assignment Sheet 1 to give students practice in identifying disorders of the hair and nails.

Objective 7

- Use Assignment Sheet 2 to give students practice in identifying disorders of the scalp and skin.

Objective 8

- Use Assignment Sheet 3 to give students practice in identifying diseases.

EVALUATION

Pretest

1. Pretest students.
2. Determine individual study requirements from pretest results.
3. Counsel students individually on pretest results and study requirements.

4. Modify materials in unit or create supplementary materials for individual students as required.

Written Test

1. Explain to students that on the written test they will be asked to demonstrate actions listed in the specific objectives.
2. Give written test.

   NOTE: The unit test may be given in sections if desired.
3. Evaluate students on assignment sheet activities if not previously done.
4. Reteach and retest if necessary.
5. Complete appropriate section of competency profiles.
6. Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- *Male Pattern Baldness* VHS Color 10 min. 1989.

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74075. Out-of-state teachers must order this film from The Upjohn Company, 7000 Portage Road, Damazao, Michigan 49001-7001.

UNIT REFERENCES

- Ahern, Jerry J., *West's Textbook of Cosmetology*, Second Edition, West Publishing Company, 50 West Kellogg Blvd., St. Paul, MN 55164, 1986.
- Chiranky, Gary, *Manicuring: A Student Text*, Bellezz Publishing Inc., P.O. Box 1113, Melville, New York, 11747, 1986.
- Cimaglia, Alice R., *The Art and Science of Manicuring*, Milady Publishing Corporation, 3839 White Plains Road, Bronx, New York 10467, 1986.

- Dalton, John W., *The Professional Cosmetologist*, Third Edition, West Publishing Company, 50 West Kellogg Blvd., St. Paul, MN 55164, 1985.
- Gerson, Joel, *Standard Textbook for Professional Estheticians*, 5th edition, Milady Publishing Corporation, 3839 White Plains Road, Bronx, New York 10467, 1986.
- Kibbe, Constance V., *Standard Textbook of Cosmetology*, Milady Publishing Company, 1985.
- *Milady's Van Dean Manual*, Milady Publishing Company, 1990.

PRETEST ANSWERS

IDENTIFYING COMMON DISORDERS AND DISEASES VI

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	all questions apply
2	1, 3, 5, 7, 8, 10, 11, 16, 17, 20
3	2, 9, 19
4	4, 15, 18
5	6, 12, 13, 14

ANSWER KEY

1. b
2. c
3. c
4. a
5. c
6. d
7. a
8. c
9. c
10. d
11. b
12. a
13. d
14. d
15. b
16. c
17. b
18. b
19. d
20. c

OBJECTIVES 6-8

Refer to answers to Assignment Sheets 1 through 3.

Bingo Directions

Bingo may be used to learn terms and definitions, abbreviations and/or any other subject matter that can be adapted to a BINGO card.

It is very important that each card is different from all others in order to assure that all students will not BINGO at the same time. To insure all cards are different, give each student a blank BINGO card. List terms on the chalkboard. Have students fill in their cards using the words you have written on the chalkboard.

The teacher reads a definition or gives a description and students find the term or abbreviation on their BINGO card. Students enjoy the game when edibles, such as "red hots," lemon drops, jelly beans, or "M & M's" are used to cover the spaces. When students BINGO, they are asked to read back each term or abbreviation and give the correct definitions in order to win the game.

May be photocopied for student use.

HANDOUT 1

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

B	I	N	G	O
		FREE FREE FREE		

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PRETEST

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

NAME______________________________ SCORE__________

DIRECTIONS Circle the correct answer below.

1. Split hair ends are technically known as:
   - a. Pili incarnati
   - b. Trichoptilosis
   - c. Corrugations
   - d. Canities
2. Dry, yellow crust on the scalp with an odor is:
   - a. Trichorrhexis nodosa
   - b. Tinea capitis
   - c. Tinea favosa
   - d. Hapalonychia
3. A verruca is a:
   - a. Tumor
   - b. Hangnail
   - c. Wart
   - d. Callous
4. Onychia is inflammation of the:
   - a. Nail matrix
   - b. Cheeks
   - c. Nose
   - d. Hand
5. Trichosis is any diseased condition of the:
   - a. Fingernail
   - b. Skin
   - c. Hair
   - d. Scalp
6. A macule is a:
   - a. Whitehead
   - b. Blackhead
   - c. Wart
   - d. Freckle

May be photocopied for student use.

7. Onyx is the Greek word for:

   a. Fingernail
   b. Hair
   c. Skin
   d. Cuticle

8. An albino lacks all:

   a. Grey hair
   b. Hair
   c. Skin pigment
   d. Furrows

9. A disease caused by the itch mite is:

   a. Anhidrosis
   b. Fragilitas crinium
   c. Scabies
   d. Asteatosis

10. The technical term for bitten nails is:

   a. Pterygium
   b. Pili annulati
   c. Onychorrhexis
   d. Onychophagy

11. Hypertrichosis is also known as:

   a. Blue nails
   b. Hirsuties
   c. Onychophosis
   d. Vitiligo

12. A vesicle is a blister containing:

   a. Clear, watery fluid
   b. Semi-solid matter
   c. No fluid
   d. Pus

13. An open sore on the skin or mucous membrane that is not a wound is a/an:

   a. Wheal
   b. Bruised nail
   c. Tumor
   d. Ulcer

May be photocopied for student use.

14. A permanent mark remaining after a wound has healed is a/an:

a. Tumor
b. Ulcer
c. Scale
d. Scar

15. The technical term for an ingrown nail is:

a. Onycholysis
b. Onychocryptosis
c. Onychogryposis
d. Onychosis

16. Coarse, dry hair characterized by nodes or beads along the hair shaft is known as:

a. Onychophosis
b. Pili annulati
c. Monilethrix
d. Corrugations

17. Onychatrophia is a:

a. Overgrowth of the nail
b. Wasting away of the nail
c. Brittle or split nail
d. Growth of the horny epithelium

18. The disease that results in a loosening of the nail plate from the nail bed without shedding is:

a. Onychophosis
b. Onycholysis
c. Onychogryposis
d. Onychophyma

19. Pityriasis capitis simplex is:

a. Waxy dandruff
b. Ringworm of the scalp
c. Baldness occurring with age
d. Dry dandruff

May be photocopied for student use.

20. Alopecia senilis occurs with:

a. Any hair disease
b. Any nail disease
c. Old age
d. Waxy dandruff

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 6 **Complete a crossword puzzle on the common disorders of the hair and nails.** SCORE _____

OBJECTIVE 7 **Complete a crossword puzzle on the common disorders of the scalp and skin.** SCORE _____

OBJECTIVE 8 **Complete a crossword puzzle on the common diseases of the hair, nails, scalp and skin.** SCORE _____

May be photocopied for student use.

INFORMATION SHEET

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

OBJECTIVE 1

Match terms associated with common disorders and diseases to their correct definition.

Hair Disorders

- **Albinism** (al'be-niz'm)—lack of color pigment (melanin); this is also a skin disorder
- **Canities** (kan-nish'i-ez)—grey hair
- **Fragilitas crinium** (frah-jil'i-tas krin'e-um)—brittle hair
- **Hypertrichosis** (hi-per-tri-ko'sis)—superfluous or excess hair growth; also known as hirsuties
- **Monilethrix** (mon-il'e-thriks)—coarse, dry hair characterized by nodes or beads along the hair shaft
- **Pili annulati** (pil'e an'yoo-let-i)—ringed hair; dark and white bands at the scalp hair, may cover all or some areas
- **Pili incarnati** (in-kar'nit-i)—ingrown hair
- **Trichoptilosis** (trik-op-ti-lo'sis)—split hair ends
- **Trichorrhexis nodosa** (trik-o-rek'sis no-do'sah)—knotted hair
- **Trichosis** (tri-ko'sis)—any diseased condition of the hair

Nail Disorders

- **Blue nails**—nails appear blue instead of natural pink
- **Bruised nails**—dark purple or black spots under the nail caused by dried blood
- **Corrugations** (kor'e-ga'shen)—wavy ridges lengthwise on the surface of the nail
- **Furrows**—depressions that run up and down or across the nail plate
- **Hangnail**—also called agnail; dry, split cuticle around the nail
- **Hapalonychia** (hap-alo-nik'e-ah)—eggshell nails; thin nails that are white in color

- **Leukonychia** (lu-ko-nik e-ah)—white spots on the nail
- **Onychatrophia** (o-nik-ah-tro'fe-ah)—atrophy or wasting away; the nail may become smaller or shed completely
- **Onychauxis** (on-e-kawk'sis)—an overgrowth in the thickness of the nail; hypertrophy
- **Onychophagy** (on-e-ko-fa'je)—bitten nails
- **Onychorrhexis** (on-e-ko-rek'sis)—brittle or split nails
- **Onyx** (an'iks)—the Greek word for fingernail
- **Pterygium** (te-rij'e-um)—a forward growth of cuticle attached to the nail base

Nail Diseases

- **Athlete's foot**—tinea (fungus) of the foot
- **Onychia**—inflammation of the nail matrix, accompanied by pus
- **Onychocryptosis** (on-ik-o-krip-to'sis)—ingrown nail on either the finger or toe
- **Onychogryposis** (on-e-ko-gri-po'sis)—an enlarged or thickened nail; also called clawnail
- **Onycholysis** (on-e-kol'i-sis)—loosening of the nail plate from the nail bed without shedding
- **Onychomycosis** (on-e-ko-mi-ko'sis)—tinea (fungus) of the nail
- **Onychophosis** (on-e-ko-of'sis)—growth of the horny epithelium in the nail bed
- **Onychophyma** (on-e-ko-fi'mah)—refers to swelling of the nail
- **Onychosis** (on-i-ko'sis)—the technical term for any nail disease
- **Paronychia** (par-o-nik'i-ah)—felon; a bacterial infection of the skin surrounding the nail, causes inflammation
- **Tinea of the hands**—fungus of the hands

Scalp Disorders and Diseases

- **Alopecia** (al-o-pe'she-ah)—an abnormal loss of hair
- **Alopecia areata** (ar-e-a'tah)—baldness in spots; sudden loss of hair in round patches
- **Alopecia prematura** (pre-mah-tu'rah)—a loss of hair before middle age
- **Alopecia senilis** (se-nil'is)—baldness occurring in old age
- **Alopecia universalis** (yōō'ne-vur'slis)—total loss of all hair on the body
- **Pediculosis capitis** (pi-dik'ye-lo'sis ka-pee'tis)—an infection caused by scratching the itch resulting from an infesting head louse
- **Pityriasis** (pit-e-ri'ah-sis)—white scales on the scalp; commonly known as dandruff
- **Pityriasis capitis simplex** (ka-pee'tis sim'plex)—dry dandruff
- **Pityriasis steatoides** (ste-ah-toy-dez)—waxy or greasy dandruff
- **Scabies** (ska'bez)—caused by the itch mite, an animal parasite; characterized by itching and possible vesicles and/or pustules
- **Tinea** (tin'e-ah)—fungi
- **Tinea capitis**—fungus of the scalp; ringworm
- **Tinea favosa** (fa-vo'sah)—dry, yellow crust on the scalp with an odor; also known as honeycomb

Skin Disorders and Diseases

- **Acne** (ak'ne)—common in teens and young adults; inflammatory disorder of the skin, commonly known as pimples
- **Anhidrosis** (an-i-dro'sis)—lack of perspiration
- **Asteatosis** (as'te-ah-to'sis)—severe dry skin
- **Bromhidrosis** (brom-id-ro'sis)—foul-smelling perspiration
- **Callus** (kal'es)—a hardened or thickened area of the skin

- **Comedone** (kom-e-don)—blackhead
- **Dermatitis** (der-mah-ti'tis)—an inflammatory condition
- **Eczema** (ek'ze-mah)—dry or moist inflamed lesions on the skin of acute or chronic nature
- **Hyperhidrosis** (hi-per-i-dro'sis)—excessive perspiration
- **Keratoma** (ker-ah-to'mah)—a callus
- **Milia** (mil'e-ah)—whiteheads
- **Miliaria rubra** (mil'e-er'e-a rŏŏb'ra)—prickly heat
- **Mole**—a small brown spot on the skin
- **Psoriasis** (so-ri'ah-sis)—round, dry patches covered with silvery scales
- **Rosacea** (ro-za'se-a)—a chronic inflammatory condition of the cheeks and nose
- **Seborrhea** (seb-o-re'ah)—oily skin caused by overactive sebaceous glands
- **Steatoma** (ste-ah-to'mah)—a sebaceous cyst
- **Verruca** (ve-roo'kah)—a wart
- **Vitiligo** (vit-i-li'go)—a patch of skin lacking color pigment

Primary Lesions

- **Bulla** (bul'ah)—a clear, watery, fluid-filled blister
- **Carbuncle** (kar'bun-k-l)—an infection in several adjoining hair follicles
- **Cyst** (sist)—a closed sac of tissue usually containing fluid or semi-solid matter
- **Furuncle** (fyoor'un-k-l)—a boil
- **Macule** (mak'ul)—a small, discolored spot on the skin; freckle
- **Papule** (pap'ul)—a circumscribed elevation of skin containing no fluid

- **Primary lesion**—develops on the skin; may be the result of an injury
- **Pustule** (pus'tul)—a pimple containing pus
- **Tubercle** (tu'ber-kl)—a round, solid elevation on the skin or a membrane
- **Tumor** (tu'mer)—an abnormal enlargement above or below the skin's surface
- **Vesicle** (ves'i-kl)—a small blister containing clear, watery fluid
- **Wheal** (whel)—an itching elevation of the skin

Secondary Lesions

- **Crust**—commonly known as a scab
- **Excoriation** (eks-ko're-a'shun)—an abrasion
- **Fissure** (fish'ur)—a break in the skin that penetrates the epidermis
- **Scale**—dead, flaking or shedding skin cells
- **Scar**—a permanent mark remaining after a wound has healed
- **Secondary lesion**—develops in the later stages of an injury or disease
- **Stain**—a skin discoloration
- **Ulcer** (ul'ser)—an open sore on the skin or mucous membrane that is not a wound

OBJECTIVE 2 **Describe the disorders of the hair, nails, scalp and skin.**

As a future employee of the cosmetology industry, training on live people is necessary. Because cosmetologists train on the public and continue to work on the public, knowledge of common disorders is important. Whether working on the hair, scalp, nails, or skin, a professional can spot a disorder and know how to properly advise clients of treatment or refer them to a physician. Careful attention to details and characteristics of disorders should be given.

Hair Disorders

A cosmetologist works on the hair for a living. Many of the services a cosmetologist provides require a hair analysis before beginning. Some of the disorders, if chemically processed, can cause further damage to the hair. Other disorders can be treated in the salon to improve the hair's condition.

Canities is the technical term for grey hair. Congenital canities exists before birth. Canities with old age is known as acquired. Canities can be caused by worry, illness, stress, or heredity. A client with canities may receive chemical services. Hair color will permanently cover the grey.

A client with pure white hair that has been present from birth is called an albino. Albinism affects not only the hair but also the skin. An albino lacks all coloring pigment, known as melanin, which causes skin and hair to be white and eyes to appear pink. A client with albinism needs to be careful of the sun since his/her skin offers no natural protection.

A client with excessive hair growth has a condition known as hypertrichosis or hirsuties. This overgrowth of hair can be caused by a hormone imbalance, system disorder, or heredity. If the unwanted hair grows from a mole, refer the client to a dermatologist. A cosmetologist should never remove hair from a mole. Otherwise, the hair can be removed with tweezers, depilatories, or waxing.

Brittle hair is technically known as fragilitas crinium. Hair in this condition can split at any part along the hair shaft.

Beaded hair is characterized by beads or nodes along the hair shaft. This coarse, dry, beaded hair condition is technically called monilethrix and can be treated with hair and scalp treatments. Without treatment, the hair will easily break at the constricted areas.

The client with pili annulati can be offered no treatment. This ringed dark and white band condition is said to be caused by heredity. It is usually noticeable in ordinary light.

The technical term for an ingrown hair is pili incarnati. An ingrown hair has no serious effect if removed and not allowed to grow deep into the skin. Remove the hair only if breaking the skin is not required to do so.

A client with trichoptilosis, split hair ends, needs reconditioning treatments and a trim. Without some repairing treatment the hair will continue to split up the hair shaft and break off.

Knotted hair, trichorrhexis nodosa, is dry and brittle. Knotted hair is characterized by nodular swellings along the hair shaft. This condition causes the hair to break easily and needs reconditioning treatments to soften the hair.

HAIR DISORDERS

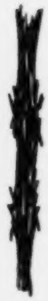
Canities
(Grey hair)

Hypertrichosis or Hirsuties
(Excess hair growth)

Fragilitas Crinium
(Brittle Hair)

Monilethrix
(Beaded Hair)

Trichoptilosis
(Split Ends)



Trichorrhexis Nodosa
(Knotted Hair)

Nail Disorders

When giving a manicure service or adding artificial nails to a client's hand, the cosmetologist may see a nail disorder. The cosmetologist may work on hands and even treat some disorders, but others should be treated only by a physician.

Blue nails appear blue in color instead of a healthy pink. This condition is attributed to poor circulation. The client should see a doctor to determine the exact cause but may receive a manicure without any further harm resulting.

A bruised nail will have a dark purple or black spot as a result of dried blood beneath the nailbed. This is due to an injury to the nail and will grow out. A client with a bruised nail can receive manicuring services, but the manicurist should avoid putting pressure on the injured nail.

A client with wavy ridges on the nail, known as corrugations, can receive a manicure. Buffing with pumice powder will smooth out the nail surface. The wavy ridges could be a result of illness or injury.

Furrows, or depressions, running across or up and down the nail plate are usually a result of injury or illness. This disorder makes the nail very fragile, therefore avoid the use of a metal pusher on the nails.

Eggshell nails, technically known as hapalonychia, are extremely thin and appear white in color. Also characteristic to the eggshell nail is its separation from the nail bed. Chronic illness of systemic or nervous origin can be the cause of this disorder.

Dry, split cuticle around the nail is commonly known as a hangnail. Hot oil manicures are the treatment to aid in healing the hangnail.

A possible injury to the base of the nail is the cause for white spots to appear on the nail. The technical term for these white spots is leukonychia, which disappears as the nail grows out.

Onychatrophia, or a wasting away of the nail, which may cause the nail to become smaller without shedding, can be caused by injury or disease. File the nail smooth and recommend that the client avoid using strong soaps.

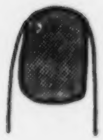
A thickening of the nail plate, known as onychauxis or hypertrophy, should be examined by a physician to determine cause. A cosmetologist may buff the nail with pumice powder if infection is not present.

A common problem seen by cosmetologists and manicurists is bitten nails or, technically, onychophagy. Clients can cause a bacterial infection if they continue to bite their nails. Recommend regular manicures to keep the nails looking nice and to deter the nail biter.

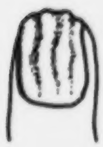
Onychorrhexis, split or brittle nails, is another common problem. Injury to the nail or use of strong nail products can cause this condition. Hot oil manicures will help replace moisture to the nail.

Cuticle attached to the nail base is known as pterygium. This condition may recur even after treated. The recommended treatments are hot oil manicures and removal of the attached cuticle.

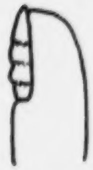
NAIL DISORDERS



Blue Nail
(Bluish Color)



Corrugations
(Wavy Ridges)

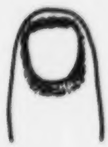


Furrows
(Depressions
in the Nail)

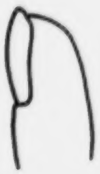
Eggshell Nail
(Thin Nails)

Hangnail
(Agnail)

Leukonychia
(White Spots)



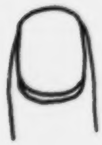
Onychatrophia
(Wasting Away)



Hypertrophy or Onychauxis
(Overgrowth of Nail)

Onychophagy
(Bitten Nails)

Onychorrhexis
(Split Nail)



Pterygium
(Forward Growth
of Cuticles)

Scalp Disorders

There are several scalp disorders that may be aided by treatments from a cosmetologist. However, disorders should be diagnosed by a physician first.

Alopecia, an abnormal loss of hair does not stop the cosmetologist from being able to work on a client. Baldness, in round patches or spots is known as alopecia areata. This can result from a disease, hormonal change, or a nervous disorder. Alopecia prematura occurs in a client who has not reached middle age. Whereas, alopecia senilis is a natural baldness with age. Clients who lose the hair all over their body have alopecia universalis. All types of alopecia may benefit from proper scalp treatments, but with no guarantee of hair growth.

SCALP DISORDERS

Alopecia (Baldness) Alopecia areata (Baldness in spots)

Skin Disorders

Acne is a common skin disorder in teens and young adults. The presence of acne indicates a sebaceous gland disorder. The sebaceous gland or oil gland becomes clogged and causes a pimple. Blackhead, technically called comedones, are caused by the accumulation of sebum, oil and dead skin cells. Sebum trapped under the skin results in whiteheads, milia. Cysts, which also develop under the skin, are caused when a follicle ruptures in the dermis and must work its way to the surface of the skin. Scarring can result from a cyst. Rosacea is also caused by overactive sebaceous glands which cause inflammation in the cheek and nose areas. This condition can be caused by alcoholism or poor digestion. However, oiliness all over the face and on the scalp indicates seborrhea. When a person lacks sebum lubrication to the skin, asteatosis, or severe dry skin can develop. Advise the client to avoid strong alkaline products.

Disorders of the sudoriferous, or sweat, glands include anhidrosis, bromhidrosis, hyperhidrosis and miliaria rubra. Anhidrosis is the lack of perspiration and requires medical attention. Foul-smelling perspiration is called bromhidrosis. Bromhidrosis is strongest under the arm or on the feet. Excessive perspiration, usually caused by heat, is called hyperhidrosis. Extreme hyperhidrosis may require medical attention. Excessive heat or obesity can cause prickly heat, miliaria rubra, to form. Burning and itching accompany miliaria rubra.

New growths on the skin might be brought to the client's attention as they appear. Common to the hands and feet are callouses, technically known as keratomas. Moles may also appear on any part of the body. They are believed to be hereditary. Hair growing from a mole should not be removed by a cosmetologist. Any changes in a mole should be examined by a physician. Verruca, commonly known as a wart, can spread from one location to another on a client. A client with a wart may receive salon services.

Dermatitis, an inflammatory skin condition, comes in different forms. Eczema, dry or moist inflamed skin, is often accompanied by itching or burning. A client with eczema should see a physician. Round, dry patches of skin covered with silvery scales, known as psoriasis, is common. Psoriasis usually develops on the face, scalp, back, hands, or elbows. If irritated the area may bleed.

Albinism was discussed in the hair section of this objective. An albino lacks all color pigment in the body. However, if a client lacks coloring pigment in skin areas, this is called vitiligo. Vitiligo can only be camouflaged by cosmetics.

OBJECTIVE 3

Match terms associated with contagious diseases to their correct descriptions.

A disease should never be diagnosed by a cosmetologist. If a disease is suspected, refer the client to a physician for analysis and treatment. The term trichosis refers to any diseased condition of the hair. Onychosis is the term applied to any nail disease.

1. **Athlete's foot**, tinea of the foot, is fungus of the foot. In severe cases itchy, colorless vesicles appear. Keep the skin cool and dry. Do not treat athlete's foot in the salon.

2. **Onychomycosis**, tinea of the nails, is caused by a parasite and will eventually thicken and deform the nail. A loss of the nail will result from this highly contagious disease.

3. **Tinea of the hand** or more commonly, fungus of the hand, is not a nail disease. However, a cosmetologist should be aware of it. This uncommon infection affects both feet and only one hand.

4. **Pediculosis capitis** is an infection caused by scratching the itch resulting from an infesting head louse. More than one head louse is referred to as head lice. Lice are highly contagious. Do not perform any services on a client with head lice.

5. **Pityriasis capitis simplex** is dry dandruff characterized by dry flakes in the hair.

6. **Pityriasis steatoides** is a waxy or greasy type dandruff. The flakes mix with sebum and stick to the scalp.

   NOTE: Cosmetologists should consider all types of dandruff contagious. All implements and equipment used on a client with dandruff need to be thoroughly sanitized.

7. **Scabies** is caused by the itch mite, an animal parasite. It is characterized by itching and possible vesicles and/or pustules.

8. **Tinea capitis**, or fungus (ringworm) of the scalp, is a highly contagious animal parasitic disease. A client with ringworm of the scalp will have red spots on the scalp at the opening of the hair follicle.

9. **Tinea favosa** is characterized by dry, yellow crust on the scalp that carries an odor. It is caused by a vegetable parasite. Scars in the form of bald patches can result.

PITYRIASIS

Light Dandruff

Heavy Dandruff

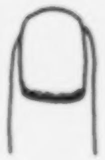
CONTAGIOUS DISEASES OF THE SCALP

Tinea Capitis

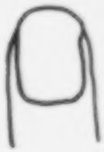
Tinea Favosa

OBJECTIVE 4 List the non-contagious diseases.

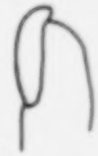
Not all diseases are contagious. A client with a non-contagious disease can receive services in the salon but may require special care. Once again, never diagnose a disease. Refer the client to a physician.



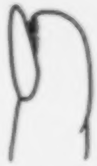
Onychia (Inflammation of Matrix)



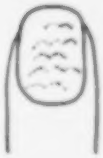
Onychocryptosis (Ingrown Nail)



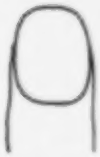
Onychogryposis (Enlarged Curvature)



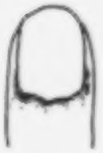
Onycholysis (Loosening)



Onychophosis (Growth in Nail Bed)



Onychophyma (Swelling)



Paronychia or Felon (Inflammation Surrounding Matrix or Nail)

1. **Onychia**, an inflammation of the nail matrix accompanied by pus, is usually the result of nonsterile implements or a bacterial infection.

2. **Onychocryptosis** is an ingrown nail on either the finger or toe. An ingrown nail grows into the skin on the side of the nail. Ingrown nails need to be removed by a physician if they are causing discomfort to the client. Filing the nails too deeply into the corners can cause an ingrown nail.

3. **Onychogryposis**, commonly called clawnail, is an enlarged or thickened nail. Shock or other unknown causes can result in clawnail.

4. **Onycholysis**, loosening of the nail, can be caused by certain antibiotic drugs. The nail remains loose but does not shed completely.

5. **Onychophosis** refers to the growth of the horny epithelium in the nail bed below the nail plate.

6. **Onychophyma** refers to swelling of the nail.

7. **Paronychia**, a bacterial infection of the skin surrounding the nail, is caused by prolonged exposure to water. Inflammation, redness and pain may also be present.

8. **Steatomas** (sebaceous cyst) form at an oil gland either above or below the skin.

OBJECTIVE 5 **Define primary and secondary lesions of the skin.**

A structural change in the skin tissue caused by a disease or injury is a lesion. The two groups of lesions the cosmetologist should be concerned with are primary and secondary lesions. Knowledge of these lesions enable the cosmetologist to distinguish between skin conditions that may or may not be treated in the salon.

Primary Lesions

1. A **bulla**, or vesicle, contains clear, watery fluid in a blister form.

2. **Carbuncles** are an infection in several adjoining hair follicles. A carbuncle drains into the openings on the skin's surface.

3. A **cyst** is a closed sac of tissue that usually contains fluid or semi-solid matter. Cysts develop under the skin when a follicle ruptures in the dermis. A cyst must work its way up to the surface of the skin.

4. **Furuncles**, or boils, appear above the skin's surface and require medical attention.

5. **Macules**, or freckles, do not require any special attention. They are small, discolored spots that are even with the surface of the skin.

6. **Papules** are raised areas, such as a pimple, but contain no fluid.

7. **Primary lesions** may result from an injury to the skin. They develop before disease sets in.

   NOTE: Primary lesions that go untreated or become infected can advance into secondary lesions which develop in the later stages of disease.

8. **Pustules** contain pus and have an inflamed base.

9. A **tubercle** is larger than a pustule and is a round solid elevation on the skin or a membrane.

10. **Tumors** may grow above or below the skin's surface and should be examined by a doctor.

11. A **wheal** is usually raised above the surface of the skin, itches and generally lasts only a few hours. Examples of wheals include mosquito bites and hives.

Secondary Lesions

Secondary lesions develop in the later stages of disease. Secondary lesions are not contagious and a client may receive salon services.

1. **Crust**, or more commonly a scab, forms when sebum and pus mix and dry.

2. **Excoriation**, an abrasion, is produced by scratching or scraping. An abrasion is the loss of the outer epideral cells.

3. **Fissures** result when there is a break in the skin that penetrates the epidermis. An example of a fissure is chapped hands or lips.

4. **Scales**, the build up of dry, flaking or shedding skin cells, can result in dandruff.

   NOTE: Dandruff is considered contagious.

5. **Scars** may remain after a wound has healed. A scar is a slightly raised area of hardened skin.

6. **Stains** or discolorations of the skin can appear after a disease. The removal of a mole can also leave a stain.

7. **Ulcers** are open sores on the skin or a mucous membrane. Ulcers are not wounds but rather open lesions that result in loss of skin depth.

Nail Disorders

Blue Nail
(Bluish Color)

Corrugations
(Wavy Ridges)

Furrows
(Depressions in the Nail)

Eggshell
(Thin Nails)

Agnail
(Hangnail)

Leukonychia
(White Spots)

Onychatrophia
(Wasting Away)

Hypertrophy of Onychauxis
(Overgrowth of Nail)

Onychophagy
(Bitten Nails)

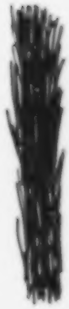
Onychorrhexis
(Split Nail)

Pterygium
(Forward Growth of Cuticles)

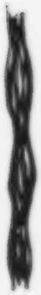
Hair Disorders

Canities
(Gray Hair)

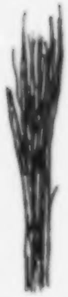
Hypertrichosis or Hirsuties
(Unwanted Hair)



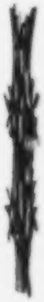
Fragilitas Crinium
(Brittle Hair)



Monilethrix
(Beaded Hair)



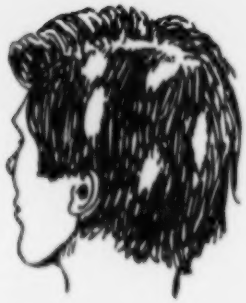
Trichoptilosis
(Split Ends)



Trichorrhexis Nodosa
(Knotted Hair)

Scalp Disorders

Alopecia
(Baldness)



Alopecia Areata
(Baldness in Spots)

Pityriasis

Light Dandruff

Heavy Dandruff

Contagious Diseases of the Scalp

Tinea Capitis

Tinea Favosa

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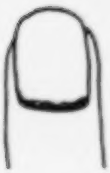
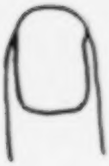
CIMC - VI - 43

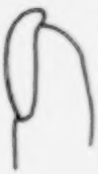
Nail Diseases



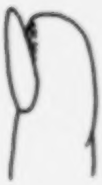
Onychia
(Inflammation of
Matrix)



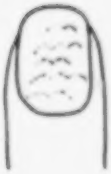
Onychocryptosis
(Ingrown Nail)



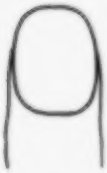
Onychogryposis
(Enlarged Curvature)



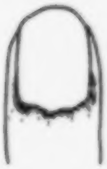
Onycholysis
(Loosening)



Onychophosis
(Growth in Nail Bed)



Onychophyma
(Swelling)



Paronychia or Felon
(Inflammation Surrounding
Matrix of Nail)

ASSIGNMENT SHEET 1

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

NAME______________________________ SCORE__________

OBJECTIVE 6

Complete a crossword puzzle of common disorders of the hair and nails.

INTRODUCTION

Objective 2 of this unit describes the characteristics of common disorders of the hair and nails. The statements on this assignment sheet emphasize the ability to identify a disorder by its characteristics.

DIRECTIONS

Read each statement and identify the disorder. Fill in the corresponding space on the crossword puzzle.

Functional Reading Skills

- Use content area vocabulary

Life Science Skills

- Investigate health issues
- Investigate/apply principles of anatomy/physiology

ACROSS

2. Eggshell nails
7. Split or brittle nails
8. Ingrown hair
9. Thickening of the nail plate
12. A lack of all coloring pigment
15. Brittle hair
18. Depressions running across or up and down the nail plate
19. Dry, split cuticle around the nail
20. Beaded hair

DOWN

1. Split hair ends
2. Excessive hair growth
3. Wavy ridges on the nail
4. Bitten nails
5. Knotted hair

6. Ringed dark and white band condition that is thought to be hereditary

10. Has a dark purple or black spot as the result of dried blood beneath the nail

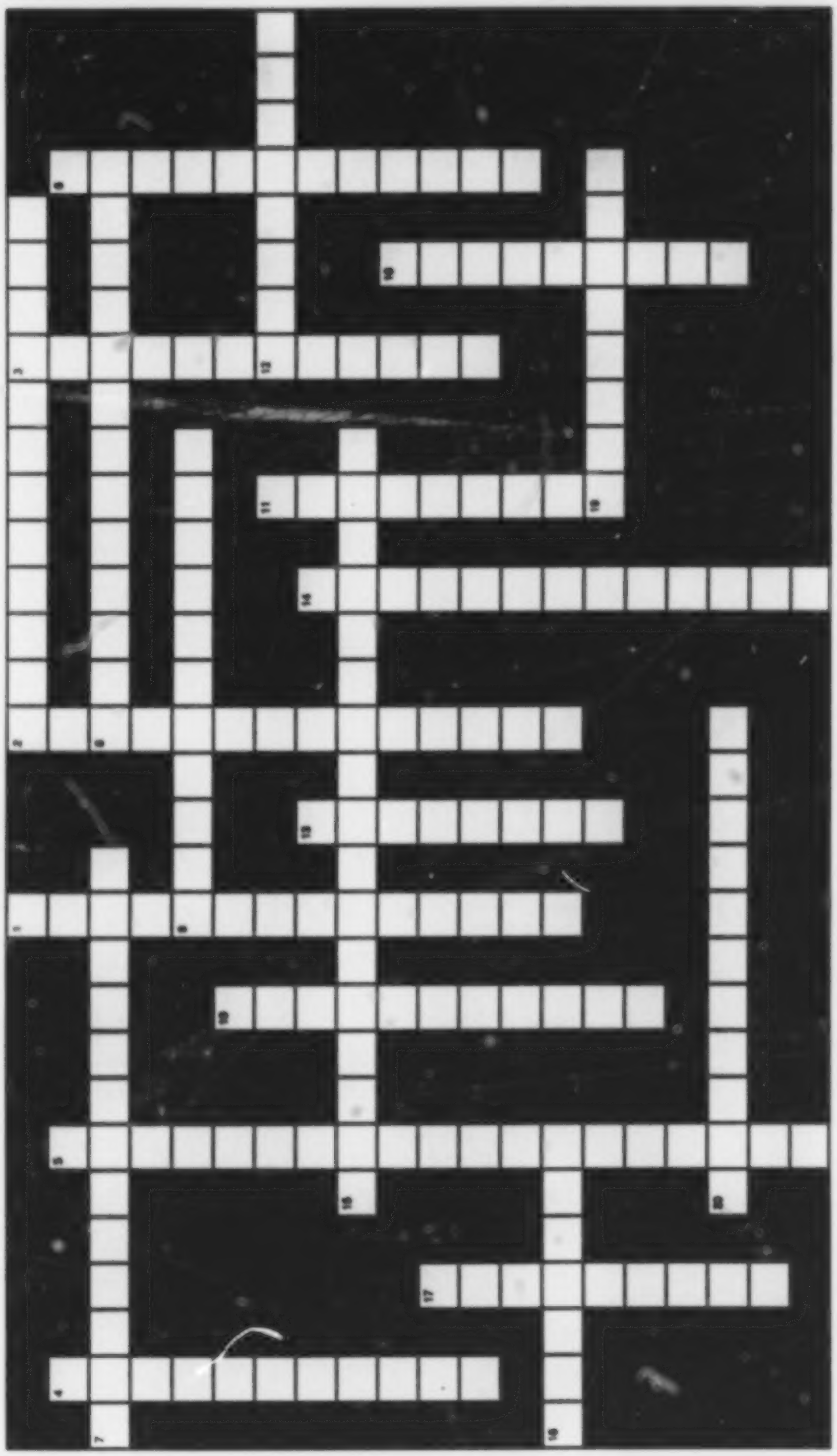
11. White spots that appear on the nail

13. Grey hair

14. Wasting away of the nail

16. Attributed to poor circulation

17. Cuticle attached to the nail base



ASSIGNMENT SHEET 2 — IDENTIFYING COMMON DISORDERS AND DISEASES — VI

NAME________________________________ SCORE__________

OBJECTIVE 7

Complete a crossword puzzle of common disorders of the skin and scalp.

INTRODUCTION

Objective 2 of this unit describes the characteristics of common disorders of the skin and scalp. The statements on this assignment sheet emphasize the ability to identify a disorder by its characteristics.

DIRECTIONS

Read each statement and identify the disorder. Fill in the corresponding space on the crossword puzzle.

Functional Reading Skills

- Use content area vocabulary

Life Science Skills

- Investigate health issues

ACROSS

1. Dry or moist inflamed skin
5. Inflammation, redness in the cheek and nose areas
12. Lack of coloring pigment in skin areas
13. Hair loss before middle age
14. Prickly heat
15. Baldness in round patches or spots
18. Natural baldness occurring with age
20. Inflammatory skin disorder common in teens
21. Excessive perspiration

DOWN

2. Blackheads
3. Wart
4. Callouses
6. Oiliness all over the face and scalp indicates this condition
7. Lack of perspiration

8. Caused when a follicle ruptures in the dermis

9. `Inflammatory skin condition

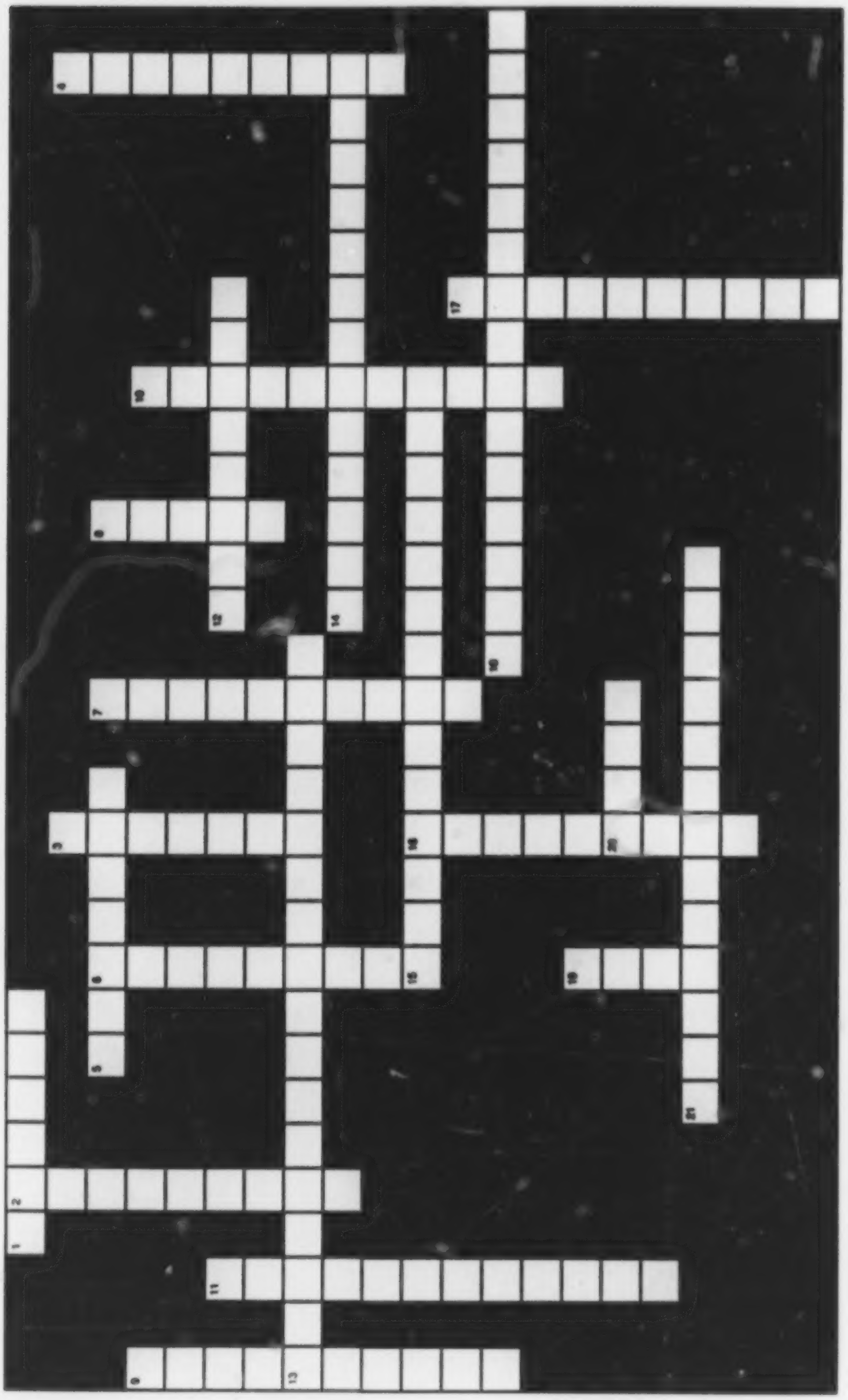
10. Type of alopecia involving loss of hair all over the body

11. Foul-smelling perspiration

16. Round, dry patches of skin covered with silvery scales

17. Can result when a person lacks sebum lubrication to the skin

19. Skin growth



ASSIGNMENT SHEET 2 - Cosmetology Core
CIMC - VI - 53

ASSIGNMENT SHEET 3 — IDENTIFYING COMMON DISORDERS AND DISEASES — VI

NAME____________________________ SCORE__________

OBJECTIVE 8

Complete a crossword puzzle of common diseases of the hair, nails, skin and scalp.

INTRODUCTION

Objectives 3 and 4 of this unit describe contagious and non-contagious diseases. This assignment sheet emphasizes the ability to identify the diseases by their characteristics.

DIRECTIONS

Read each statement and identify the disorder. Fill in the corresponding space on the crossword puzzle.

Functional Reading Skills

- Use content area vocabulary

Life Science Skills

- Investigate health issues
- Identify/classify living organisms

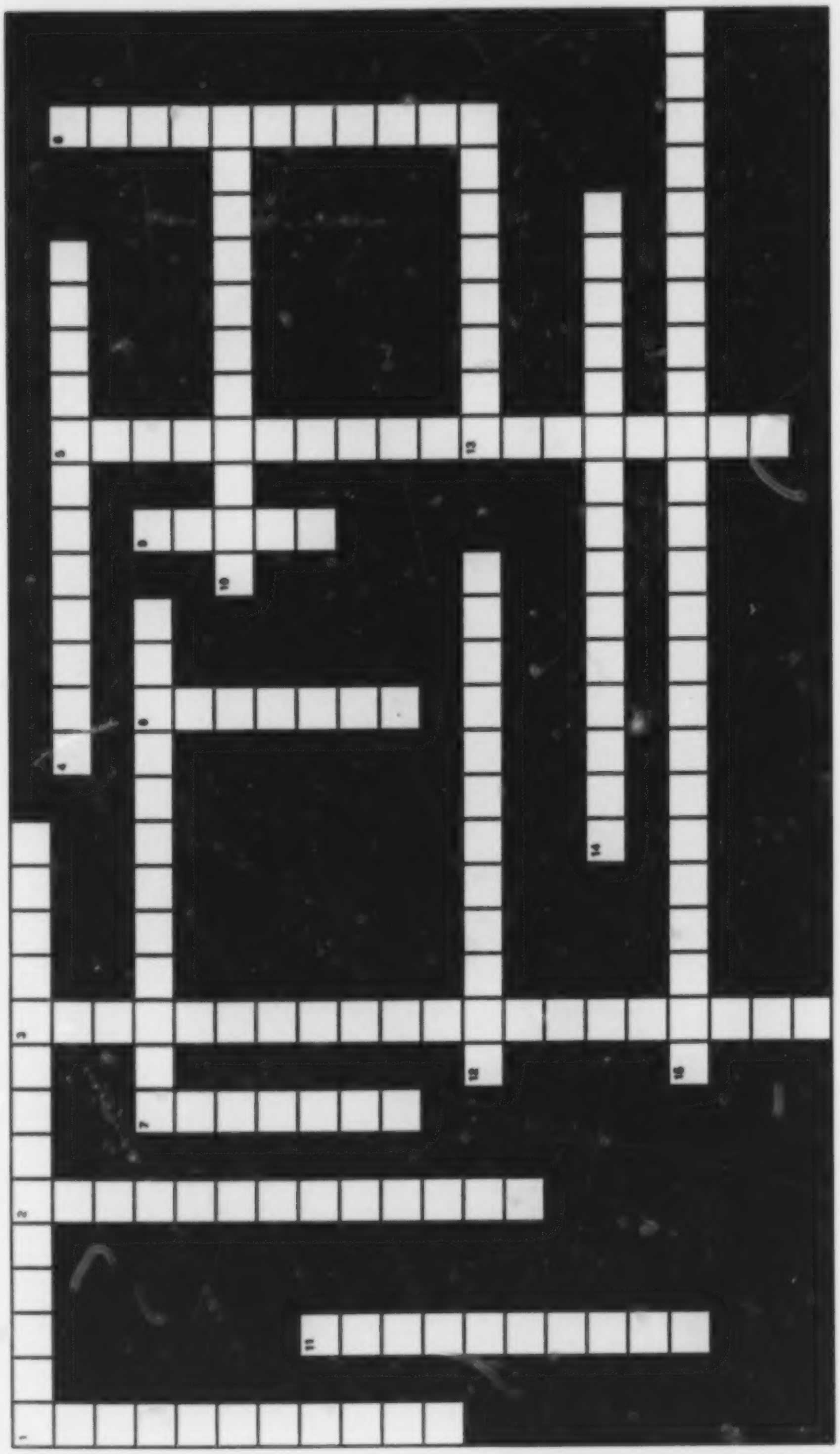
ACROSS

1. Clawnail; and enlarged or thickened nail
4. Fungus of the scalp; highly contagious animal parasite disease
7. Growth of the horny epithelium in the nail bed below the nail plate
10. Swelling of the nail
12. Tinea of the foot
13. Sebaceous cyst
14. Ingrown nail on the finger or toe
15. Dry dandruff

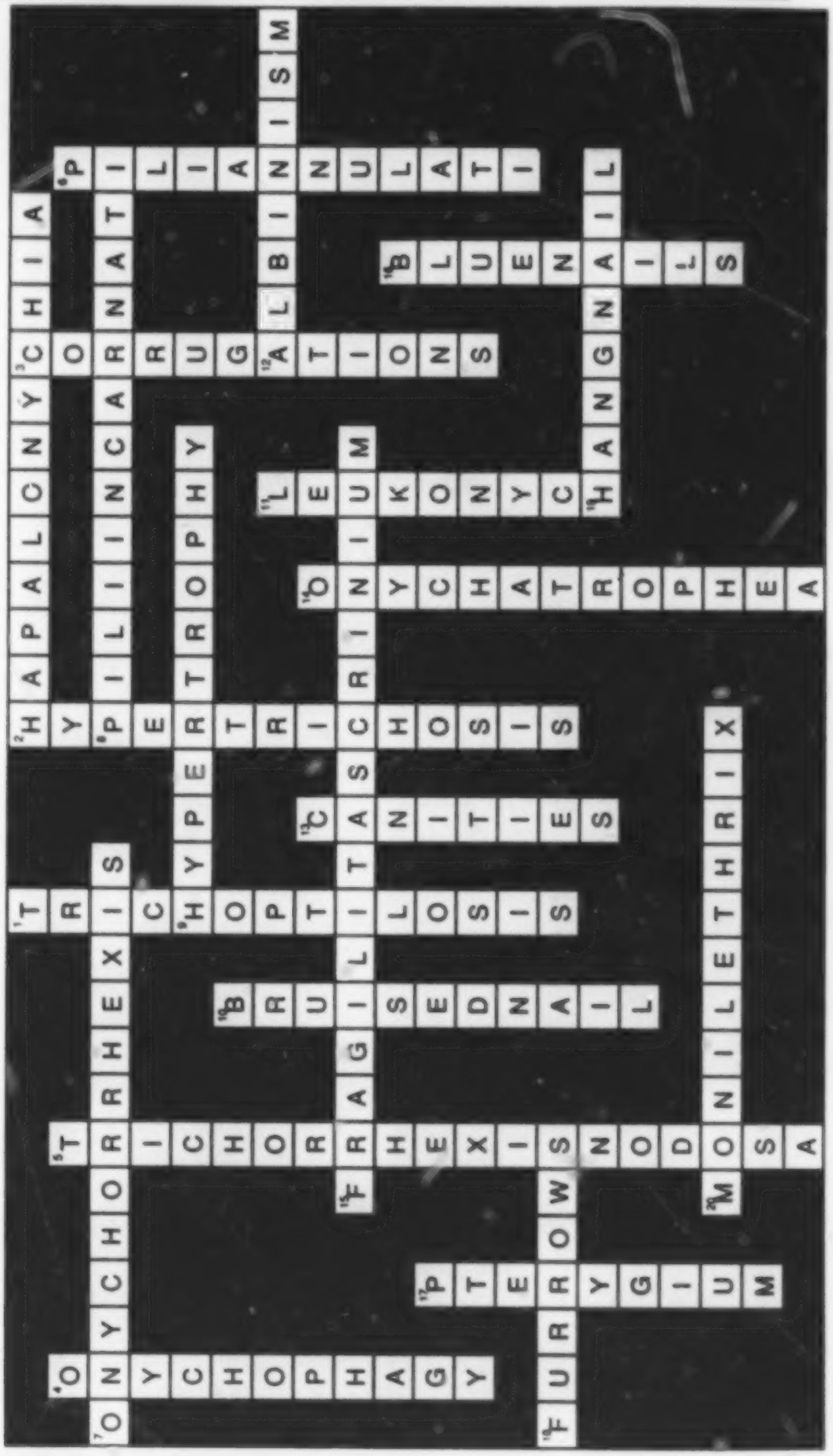
DOWN

1. Loosening of the nail
2. Tinea of the nails
3. Waxy or greasy type dandruff
5. Infection from scratching the itch resulting from an infesting head louse

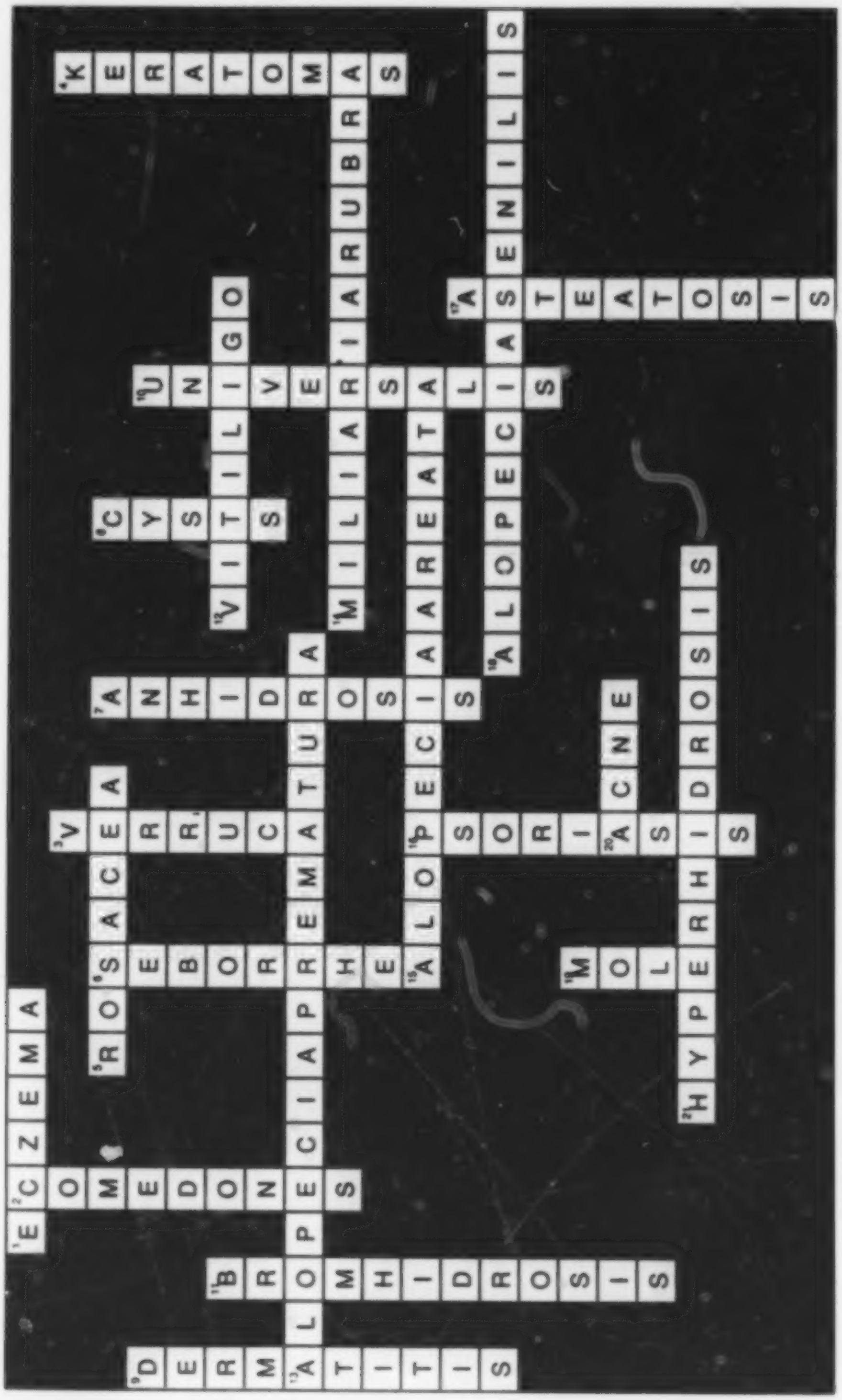
6. Caused by a vegetable parasite; dry, yellow crust on the scalp
7. Inflammation of the nail matrix accompanied by pus
8. Caused by an animal parasite, the itch mite
9. Fungus
11. Bacterial infection of the skin surrounding the nail



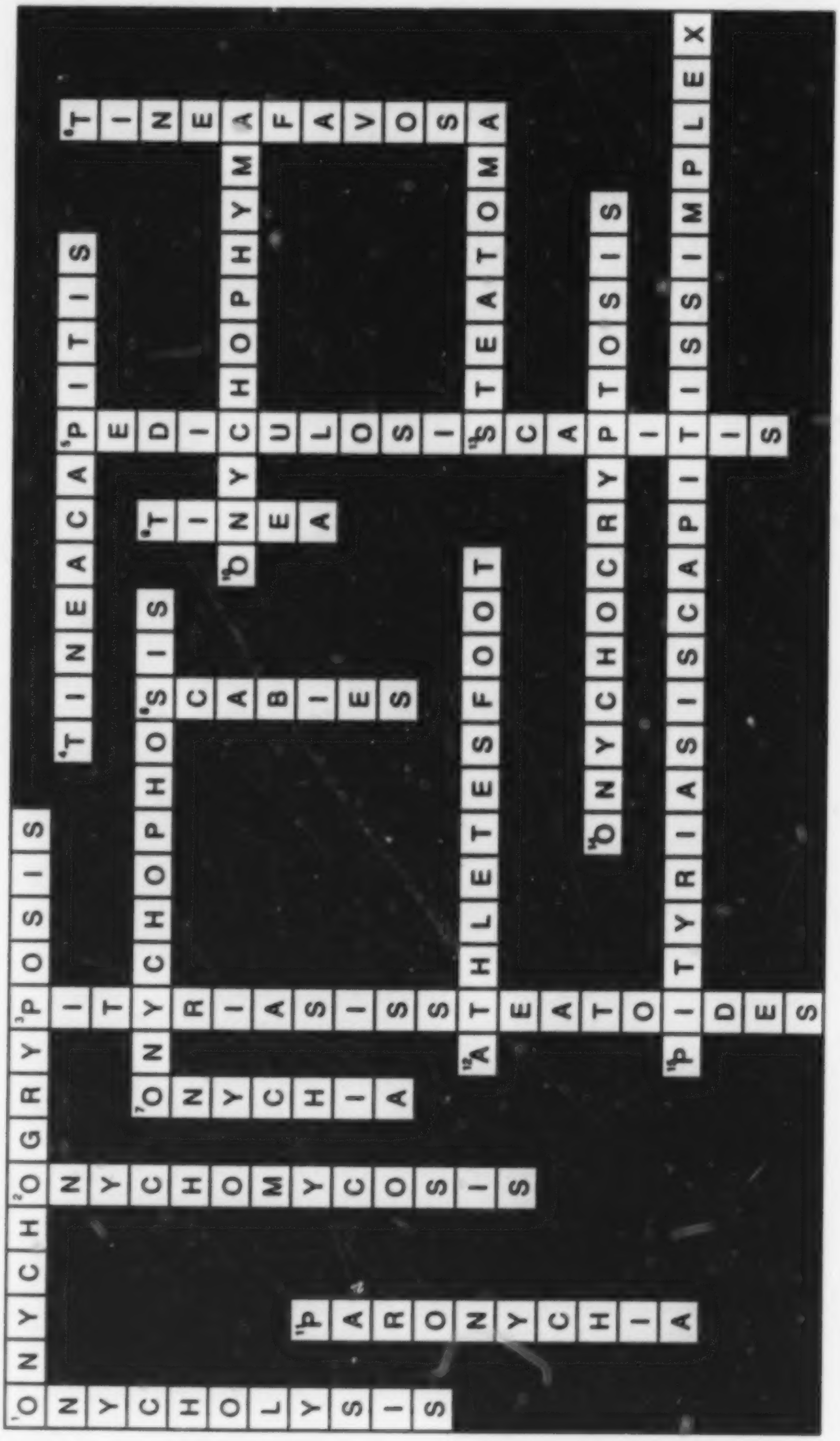
ASSIGNMENT SHEET 1



ASSIGNMENT
SHEET 2



ASSIGNMENT SHEET 3



WRITTEN TEST

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

NAME________________________ SCORE__________

OBJECTIVE 1

Match terms associated with common disorders and diseases to their correct definition. Write the correct letter in the blank.

Part I

Hair Disorders

___ 1. Ingrown hair
___ 2. Any diseased condition of the hair
___ 3. Nodes or beads along the hairshaft
___ 4. Grey hair
___ 5. Split hair ends
___ 6. Lack of all color pigment
___ 7. Brittle hair
___ 8. Ringed hair
___ 9. Knotted hair
___10. Excessive hair growth

a. Albinism
b. Canities
c. Fragilitas crinium
d. Hypertrichosis
e. Monilethrix
f. Pili annulati
g. Pili incarnati
h. Trichoptilosis
i. Trichorrhexis nodosa
j. Trichosis

Part II

Nail Disorders

___ 1. Bitten nails
___ 2. Wavy ridges lengthwise on the nail surface
___ 3. Greek word for fingernail
___ 4. Wasting away of the nail

a. Blue nails
b. Bruised nails
c. Corrugations
d. Furrows
e. Hangnail

May be photocopied for student use.

___ 5. Eggshell nails

___ 6. Overgrowth in the thickness of the nail

___ 7. Depressions in the nail

___ 8. Appear blue instead of natural pink

___ 9. Brittle or split nails

___10. A forward growth of the cuticle attached to the nail base

___11. White spots on the nail

___12. Agnail; split, dry cuticle around the nail

___13. Dark purple or black spots under the nail

f. Hapalonychia

g. Leukonychia

h. Onychatrophia

i. Onychauxis

j. Onychophagy

k. Onychorrhexis

l. Onyx

m. Pterygium

Part III

Nail Diseases

___ 1. Refers to swelling of the nail

___ 2. Fungus of the nail

___ 3. Fungus of the hands

___ 4. Inflammation of the nail matrix

___ 5. Growth of the horny epithelium in the nail bed

___ 6. Felon

___ 7. Loosening of the nail plate from nail bed without shedding

___ 8. Clawnail

___ 9. Term for any nail disease

a. Athlete's foot

b. Onychia

c. Onychocryptosis

d. Onychogryposis

e. Onycholysis

f. Onychomycosis

g. Onychophosis

h. Onychophyma

i. Onychosis

j. Paronychia

k. Tinea of the hands

May be photocopied for student use.

___10. Ingrown nail

___11. Tinea of the foot

Part IV

Scalp Disorders and Diseases

___ 1. Waxy or greasy dandruff

___ 2. Loss of hair before middle age

___ 3. Fungi

___ 4. Commonly known as dandruff

___ 5. Tinea of the scalp

___ 6. Caused by the itch mite

___ 7. Dry dandruff

___ 8. Dry, yellow crust on the scalp

___ 9. Baldness in spots

___10. Baldness occurring in old age

___11. Total loss of body hair

___12. Infection caused by scratching the itch of an infesting head louse

___13. Abnormal hair loss

a. Alopecia

b. Alopecia areata

c. Alopecia prematura

d. Alopecia senilis

e. Alopecia universalis

f. Pediculosis capitis

g. Pityriasis

h. Pityriasis capitis simplex

i. Pityriasis steatoides

j. Tinea

k. Tinea capitis

l. Tinea favosa

m. Scabies

May be photocopied for student use.

Part V

Skin Disorders and Diseases

___ 1. Hardened or thickened area of skin

___ 2. Inflammatory disorder of the skin, commonly called pimples

___ 3. Severe dry skin

___ 4. A callus

___ 5. Lack of perspiration

___ 6. Foul-smelling perspiration

___ 7. Blackhead

___ 8. An inflammatory condition

___ 9. Dry or moist inflamed lesions of the skin

___10. Excessive perspiration

___11. A small brown spot on the skin

___12. A sebaceous cyst

___13. A wart

___14. Whitehead

___15. Round, dry patches covered with silvery scales

___16. A patch of skin lacking color pigment

___17. A chronic inflammatory condition of the cheeks and nose

___18. Prickly heat

___19. Oily skin caused by overactive sebaceous glands

a. Acne

b. Anhidrosis

c. Asteatosis

d. Bromhidrosis

e. Callus

f. Comedone

g. Dermatitis

h. Eczema

i. Hyperhidrosis

j. Keratoma

k. Milia

l. Miliaria Rubra

m. Mole

n. Psoriasis

o. Rosacea

p. Seborrhea

q. Steatoma

r. Verruca

s. Vitiligo

May be photocopied for student use.

Part VI

Primary Lesions

___ 1. A freckle

___ 2. An infection in several adjoining hair follicles

___ 3. Clear, watery filled blister

___ 4. An abnormal enlargement above or below the skin's surface

___ 5. A pimple containing pus

___ 6. Closed sac of tissue usually containing fluid or semi-solid matter

___ 7. An itching elevation of the skin

___ 8. A boil

___ 9. Develops on the skin and may be the result of an injury

___10. A round, solid elevation on the skin or a membrane

___11. Circumscribed elevation of skin containing no fluid

a. Bulla
b. Carbuncle
c. Cyst
d. Furuncle
e. Macule
f. Papule
g. Primary lesion
h. Pustule
i. Tubercle
j. Tumor
k. Vesicle
l. Wheal

Part VII

Secondary Lesions

___ 1. Dead, flaking, or shedding skin cells

___ 2. An abrasion

___ 3. A skin discoloration

___ 4. An open sore on the skin or mucous membrane

___ 5. A scab

a. Crust
b. Excoriation
c. Fissure
d. Scale
e. Scar
f. Stain
g. Ulcer

May be photocopied for student use.

___ 6. A break in the skin that penetrates the epidermis

___ 7. A permanent mark remaining after a wound has healed

OBJECTIVE 2

Describe the disorders of the hair, nails, scalp and skin. Write the proper definition in the space provided.

Part I

Hair Disorders

1. Canities ______________________________

2. Albinism ______________________________

3. Hypertrichosis ______________________________

4. Fragilitas crinium ______________________________

5. Monilethrix ______________________________

6. Pili annulati ______________________________

7. Pili incarnati ______________________________

8. Trichoptilosis ______________________________

9. Trichorrhexis nodosa ______________________________

May be photocopied for student use.

Part II

Nail Disorders

1. Blue nails ____________________

2. Bruised nail ____________________

3. Corrugations ____________________

4. Furrows ____________________

5. Eggshell nails ____________________

6. Hangnail ____________________

7. Leukonychia ____________________

8. Onychatrophia ____________________

9. Onychauxis ____________________

10. Onychophagy ____________________

11. Onychorrhexis ____________________

12. Pterygium ____________________

May be photocopied for student use.

Part III

Scalp Disorders

1. Alopecia ____
____

2. Alopecia areata ___________________________________
____

3. Alopecia prematura ________________________________
____

4. Alopecia senilis __________________________________
____

5. Alopecia universalis ______________________________
____

Part IV

Skin Disorders

1. Acne ____
____

2. Comedone ______________________________________
____

3. Milia ____
____

4. Rosacea _______________________________________
____

5. Seborrhea _____________________________________
____

6. Asteatosis _____________________________________
____

May be photocopied for student use.

7. Anhidrosis ____

____

8. Bromhidrosis ____

____

9. Hyperhidrosis ____

____

10. Miliaria rubra ____

____

11. Keratoma ____

____

12. Mole ____

____

13. Verruca ____

____

14. Dermatitis ____

____

15. Eczema ____

____

16. Psoriasis ____

____

17. Vitiligo ____

____

May be photocopied for student use.

OBJECTIVE 3

Match terms associated with contagious disorders to their correct descriptions. Write the correct disorder in the appropriate blank.

Onychomycosis

Tinea of the hand

Pediculosis capitis

Athlete's foot

Pityriasis steatoides

Tinea capitis

Tinea favosa

Scabies

Pityriasis capitis simplex

1. ___________________, commonly known as ringworm or fungus of the scalp, is a highly contagious animal parasitic disease.

2. ___________________ is an infection caused by scratching the itch resulting from an infesting head louse.

3. ___________________ is caused by the itch mite, an animal parasite. This disease is characterized by itching and possible vesicles and/or pustules.

4. ___________________ is a fungus of the foot. In severe cases itchy, colorless vesicles appear.

5. ___________________ is characterized by dry, yellow crust on the scalp that carries an odor. It is caused by a vegetable parasite.

6. ___________________, dry type dandruff, is characterized by dry flakes in the hair.

7. ___________________, fungus of the hand, usually affects both feet and one hand.

8. ___________________ is waxy or greasy dandruff. The flakes mix with sebum and stick to the scalp.

9. ___________________, fungus of the nails, is caused by a parasite and will eventually thicken and deform the nail.

May be photocopied for student use.

OBJECTIVE 4 List the non-contagious diseases.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

OBJECTIVE 5 **Define primary and secondary lesions of the skin.** Write the proper definition in the space provided.

Primary Lesions

1. Bulla ______________________________

____

2. Carbuncle ______________________________

____

3. Cyst ______________________________

____

4. Furuncle ______________________________

____

5. Macule ______________________________

____

6. Papule ______________________________

____

May be photocopied for student use.

7. Pustule ______________________________

____

8. Tubercle ______________________________

____

9. Tumor ______________________________

____

10. Vesicle ______________________________

____

11. Wheal ______________________________

____

Secondary Lesions

1. Crust ______________________________

____

2. Excoriation ______________________________

____

3. Fissure ______________________________

____

4. Scale ______________________________

____

5. Scar ______________________________

____

6. Stain ______________________________

____

7. Ulcer ______________________________

____

May be photocopied for student use.

NOTICE The following Assignment Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 6 Complete a crossword puzzle of common disorders of the hair and nails. SCORE _____

OBJECTIVE 7 Complete a crossword puzzle of common disorders of the scalp and skin. SCORE _____

OBJECTIVE 8 Complete a crossword puzzle of common diseases of the hair, nails, scalp and skin. SCORE _____

May be photocopied for student use.

WRITTEN TEST ANSWERS

IDENTIFYING COMMON DISORDERS AND DISEASES

VI

OBJECTIVE 1

Part I

1. g
2. j
3. e
4. b
5. h
6. a
7. c
8. f
9. i
10. d

Part II

1. j
2. c
3. l
4. h
5. f
6. i
7. d
8. a
9. k
10. m
11. g
12. e
13. b

Part III

1. h
2. f
3. k
4. b
5. g
6. j
7. e
8. d
9. i
10. c
11. a

Part IV

1. i
2. c
3. j
4. g
5. k
6. m
7. h
8. l
9. b
10. d
11. e
12. f
13. a

Part V

1. e
2. a
3. c
4. j
5. b
6. d
7. f
8. g
9. h
10. i
11. m
12. q
13. r
14. k
15. n
16. s
17. o
18. l
19. p

Part VI

1. e
2. b
3. a
4. j
5. h
6. c
7. l
8. d
9. g
10. i
11. f

Part VII

1. d
2. b
3. f
4. g
5. a
6. c
7. e

OBJECTIVE 2 Hair Disorders

1. Canities is the technical term for grey hair. Congenital canities exists before birth. Canities acquired with old age is acquired canities. Canities can be caused by worry, illness, stress, or heredity.

2. Someone with pure white hair present from birth is called an albino. Albinism affects not only the hair, but also the skin.

3. Hypertrichosis or hirsuties is excessive hair growth. The overgrowth may be caused by a hormone imbalance, system disorder, or heredity.

4. Fragilitas crinium is commonly known as brittle hair. The hair in this condition can split at any part along the hair shaft.

5. Monilethrix, beaded hair, is characterized by beads or nodes along the hair shaft. Monilethrix may be treated with hair and scalp treatments.

6. Pili annulati is a dark and white ringed condition of the hair. It is said to be caused by heredity.

7. Pili incarnati is commonly known as ingrown hair. The hair should be removed before it grows into the skin too deeply.

8. Trichoptilosis is the technical term for split hair ends. Reconditioning treatments and a trim will help repair the damage.

9. Trichorrhexis nodosa, knotted hair, is dry and brittle. Characteristics of knotted hair are the nodular swellings along the hair shaft. The hair will break easily, but will benefit from reconditioning treatments that soften the hair.

Nail Disorders

1. Blue nails appear blue in color instead of healthy pink. This condition is attributed to poor circulation.

2. A bruised nail will have a dark purple or black spot as a result of dried blood beneath the nailbed. This is due to injury and will grow out with the nail.

3. Corrugations are wavy ridges on the nail. Buffing with pumice powder will smooth out the nail surface.

4. Furrows, or depressions, running across or up and down the nail plate are usually a result of injury or illness. Avoid the use of a metal pusher.

5. Eggshell nails, technically known as hapalonychia, are extremely thin and appear white in color. Also characteristic to the eggshell nail is its separation from the nail bed. A chronic illness of nervous origin can be the cause of this disorder.

6. A hangnail is dry, split cuticle around the nail. Hot oil manicures are the treatment to aid in healing the hangnail.

7. Leukonychia is the technical term for white spots. The white spots are caused when there is an injury to the base of the nail.

8. Onychatrophia, a wasting away of the nail, may cause the nail to become smaller without shedding. This may be caused by injury or disease. File the nail smooth and recommend that the client avoid using strong soaps.

9. Onychauxis, also known as hypertrophy, is a thickening of the nail plate. Buff the nail with pumice powder if infection is not present.

10. Onychophagy is the technical term for nail biting. Clients may cause an infection if they continue to bite their nails. Recommend regular manicures.

11. Onychorrhexis is split or brittle nails. Injury to the nail or the use of strong nail products can cause this condition. Hot oil manicures will help replace moisture to the nail.

12. Pterygium is cuticle attached to the nail base. Recommend hot oil manicures and remove the attached cuticle.

Scalp Disorders

1. Alopecia is an abnormal loss of hair.
2. Alopecia areata is baldness in spots. The baldness usually occurs in round patches.
3. Alopecia prematura is baldness occurring before middle age.
4. Alopecia senilis is a balding condition occurring with old age. This is a natural balding.
5. A total loss of body hair is known as alopecia universalis.

Skin Disorders

1. Acne is an inflammatory condition. It is common in young adults and teens. The sebaceous gland becomes clogged and causes a pimple.
2. Comedone is the technical term for a blackhead. Blackheads occur when sebum and dead skin cells combine in a pore.
3. Milia is commonly known as a whitehead. Whiteheads form when sebum becomes trapped under the skin.
4. Rosacea is caused by overactive sebaceous glands. Inflammation in the cheeks and nose area characterize this disorder.
5. Seborrhea is oiliness all over the face and scalp.
6. Asteatosis develops when there is a lack of sebum lubrication to the skin's surface.
7. Anhidrosis is the lack of perspiration.
8. Bromhidrosis is foul-smelling perspiration. Bromhidrosis is strongest on the soles of the feet and under the arms.
9. Hyperhidrosis, excessive perspiration, is usually caused by heat.
10. Miliaria rubra, the technical term for prickly heat, can be caused by excessive heat or obesity.
11. Keratoma, a callus, is common to the hands and feet. A callus is a thickened area of skin.
12. Moles can appear on any part of the body. They are believed to be hereditary.

13. Verruca is commonly known as a wart. A wart can spread from one location to another on a client.

14. Dermatitis is an inflammatory skin condition that comes in different forms.

15. Eczema is dry or moist inflamed skin. It is often accompanied by itching or burning.

16. Psoriasis is round, dry patches of skin covered with silvery scales. Usually, it develops on the face, scalp, back, hands, or elbows. If irritated the area may bleed.

17. Vitiligo is patches or areas of skin lacking color pigment and can be camouflaged by cosmetics.

OBJECTIVE 3

1. Tinea capitis
2. Pediculosis capitis
3. Scabies
4. Athlete's foot
5. Tinea favosa
6. Pityriasis capitis simplex
7. Tinea of the hand
8. Pityriasis steatoides
9. Onychomycosis

OBJECTIVE 4

1. Onychia
2. Onychocryptosis
3. Onychogryposis
4. Onycholysis
5. Onychophosis
6. Onychophyma
7. Paronychia
8. Steatoma

OBJECTIVE 5

Primary Lesions

1. Bulla contain clear, watery fluid in a blister form.

2. A carbuncle drains into the opening on the skin's surface. It is an infection in several adjoining hair follicles.

3. A cyst develops under the skin and is caused when a follicle ruptures in the dermis. A cyst must work its way up to the surface of the skin.

4. Furuncles, or boils, appear above the skin's surface and require medical attention.

5. Macules are freckles and are even with the skin's surface.

6. Papules are raised areas on the skin containing no fluid.

7. Pustules contain pus and have an inflamed base.

8. A tubercle may appear above or below the skin's surface and is larger than a pustule.

9. Tumors may grow above or below the skin's surface and should be examined by a doctor.

10. A vesicle contains clear, watery fluid in a blister form like a bulla.

11. A wheal itches and usually lasts only a few hours. An example of wheal is hives.

Secondary Lesions

1. Crust, or more commonly a scab, forms when sebum and pus mix and dry

2. Excoriation, an abrasion, is produced by scratching or scraping. An abrasion is the loss of the outer epideral cells.

3. Fissures result when there is a break in the skin that penetrates the epidermis. An example of a fissure is chapped hands or lips.

4. Scales are the build up of dry, flaking, or shedding skin cells and can result in dandruff.

5. A scar is a slightly raised area of hardened skin that remains after a wound has healed.

6. Stains are a discoloration of the skin that may appear after a disease or after the removal of a mole.

7. Ulcers are open sores on the skin or a mucous membrane. These are not wounds, but rather open lesions that result in loss of skin depth.

OBJECTIVES 6-8 Refer to answers to Assignment Sheets 1 through 3.

OBJECTIVE SHEET

PERFORMING BASIC MASSAGE

VII

INTRODUCTION

The knowledge of basic massage is important to the cosmetologist, manicurist, or facialist. For centuries people have practiced the art of massage. It was used by the ancient Romans, Greeks, Egyptians, and Orientals. Early man discovered massage was beneficial to health as well as to beauty. Almost all parts of the body can benefit from massage. When properly applied, massage, the application of external manipulations to the body, can increase salon patronage and income.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe basic massage movements and demonstrate their use. The student will demonstrate these competencies by completing an assignment sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with performing basic massage to their correct definitions.
2. Describe the basic massage movements.
3. List benefits and effects of each massage movement.
4. List safety precautions for performing basic massage.
5. Describe the environment in which massage is performed.
6. Analyze case studies. (Assignment Sheet 1)

SUGGESTED ACTIVITIES

PERFORMING BASIC MASSAGE

VII

PREPARATION

- Order materials to supplement unit.
- Review suggested activities before beginning unit.
- Invite guest speakers.
    - Invite a manicurist who offers a massage treatment as part of his/her service to client t speak to students.
    - Invite an esthetician to speak
    - Invite a local massage therapist or reflexologist to speak on the benefits of massage.
    - Invite a medical doctor or orthopedic surgeon to speak about the physical benefits of massage to body tone and health.
    - Invite a psychologist to speak about the psychological benefits of massage.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of audivisual equipment that will be needed.

DELIVERY

Objectives 1 and 2

- Discuss terms with students.
- Invite a local manicurist or esthetician to speak.
- Demonstrate the different massage movements to students.
- Have students practice movements on a manikin or one another.

Objective 3

- Explain the benefit and effect chart to students.
- Have students research massage benefits and effects in the library and turn in a summary.
- Invite massage therapist or reflexologist to speak.
- Use Activity Sheet 1.

Objective 4

- Invite a medical doctor or orthopedic surgeon to discuss massage and answer questions.

Objective 5

- Invite a local psychologist to speak.

APPLICATION

Objective 6

- Use Assignment Sheet 1.

EVALUATION

Pretest

- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate actions listed in the specific objectives.
- Give written test.

NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Ahern, Jerry, *West's Textbook of Cosmetology*, Second Edition, West Publishing Company, 50 West Kellogg Boulevard, St. Paul, MN 55164-1003, 1986.

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PRETEST ANSWERS

PERFORMING BASIC MASSAGE

VII

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which show the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	2, 4, 7, 8, 9, 11
2	1, 5
3	10
4	3, 6, 12
5	13, 14, 15

ANSWER KEY

1. d
2. a
3. d
4. a
5. a
6. c
7. d
8. d
9. b
10. a
11. c
12. b
13. d
14. b
15. a

OBJECTIVE 6

Refer to answers to Assignment Sheet 1.

PRETEST

PERFORMING BASIC MASSAGE

VII

NAME ______________________ SCORE ______

DIRECTIONS Write the letter of the correct answer in the blank to the left.

_____1. The massage movement accomplished by rotating the arm, hand, or foot is known as the:

- a. Hacking movement
- b. Friction movement
- c. Percussion movement
- d. Joint movement

_____2. A benefit of the percussion movement is that it:

- a. Tones muscles
- b. Increases blood circulation
- c. Relieves stiff joints
- d. Increases nerve sensibility

_____3. Clean the work area:

- a. At the end of each day
- b. Before shop inspections
- c. At the end of the week
- d. Before and after each client

_____4. Chucking is a:

- a. Rolling and wringing motion
- b. Light, firm rubbing motion
- c. Chopping movement
- d. Light, digital tapping

_____5. Percussion movements include tapping, hacking, or:

- a. Slapping
- b. Stroking
- c. Joint movement
- d. Wringing

May be photocopied for student use.

_____6. Before beginning any massage service, perform a:

a. Patch test
b. Skin test
c. Client consultation
d. Muscle tone test

_____7. A light, continuous stroking movement that relaxes and soothes in known as:

a. Percussion
b. Vibration
c. Petrissage
d. Effleurage

_____8. The motion requiring the cosmetologist to place hands a small distance apart and twist the skin against the bone:

a. Hacking
b. Stroking
c. Friction
d. Wringing

_____9. Physical or mental stress is commonly known as:

a. Insertion
b. Tension
c. Vibration
d. Stimulation

_____10. An effect of friction movements is:

a. Broken up waste deposits
b. A glow added to the skin
c. Improved muscle tone
d. Strengthened weak joint muscles

_____11. The more movable attachment of a muscle refers to the:

a. Tension
b. Origin
c. Insertion
d. Friction

May be photocopied for student use.

____12. All containers used during a massage service should be:

a. Professional size
b. Properly labeled
c. Free from alcohol
d. Washed after each client

____13. Massage should be performed in a/an:

a. High traffic area
b. Well lit area
c. Dimly lit area
d. Relaxing atmosphere

____14. During a massage service, engage in conversation only if:

a. You have something important to say
b. The client talks first
c. You describe what you are doing
d. The client starts to fall asleep

____15. Facial massage should take place in a/an:

a. Dimly lit, closed-off area
b. Well lit open area
c. Area where all clients may see the service
d. Clean, high traffic area

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 6 **Analyze case studies.** SCORE _____

May be photocopied for student use.

INFORMATION SHEET

PERFORMING BASIC MASSAGE *VII*

OBJECTIVE 1

Match terms associated with performing basic massage to their correct definitions.

- **Chucking**—a rolling and wringing motion usually used in arm massage
- **Effleurage**—a light, continuous stroking movement that relaxes and soothes
- **Friction**—light or firm rubbing, circular movement that aids in blood circulation
- **Hacking**—a stimulating, chopping massage movement
- **Insertion**—muscle attached to a movable muscle, bone, or skin and is farthest away from the heart

  NOTE: In massage, pressure is applied from insertion to origin.
- **Joint movement**—rotation of the arm, hand or foot; applied with or without resistance
- **Massage**—a combination of rubbing, kneading, stroking, etc.; movements applied to the body to increase circulation and render joints or muscles more supple
- **Origin**—the fixed attachment of a muscle that is closest to the heart
- **Percussion**—massage movement that tones muscles and gives skin a health glow
- **Petrissage**—firm, light pressure applied with fingers and palms in a kneading movement, used to stimulate and invigorate
- **Stimulate**—to arouse or incite to activity
- **Tapotement**—light, digital tapping that produces stimulation
- **Tension**—physical or mental stress
- **Vibration**—rapid muscular contractions of the fingertips applied to the face

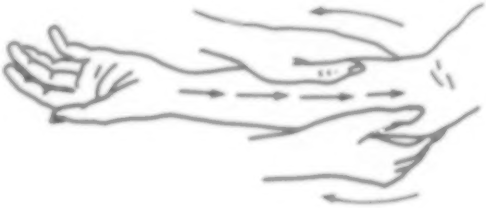
- **Wringing**—a vigorous movement which requires the cosmetologist to place hands a small distance apart and twist the skin against the bones

OBJECTIVE 2 **Describe the basic massage movements.**

Knowledge and skill in the techniques of massage help an operator expand his/her potential in the cosmetology field. Massage is used in many services offered in a salon. For example, scalp treatments, manicuring, pedicuring, and facial treatments all require basic massage skills.

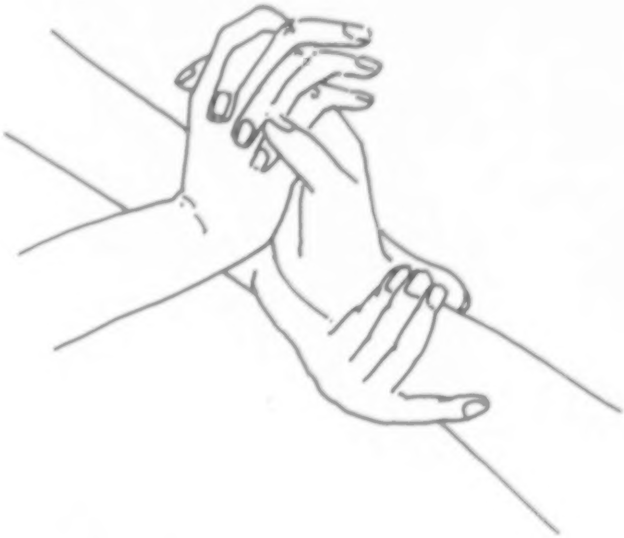
- **Chucking** is a rolling and wringing motion accomplished by firmly holding the skin in one hand and moving the other hand up and down the bone of the arm.

- **Effleurage** is applied to almost all areas of the body because of its relaxing effect. When performing effleurage use the cushions of the fingertips to do the stroking. Palms may also be used for stroking. Keep the hand loose and allow the wrist and fingers to conform to the area being massaged.



- **Friction** is usually applied to the arms, hands, and scalp in a circular motion. Pressure is used on these areas. This is achieved by using the fingers or palms to apply pressure while moving the skin over the underlying structures. Friction applied to the face is lighter than to the other areas of the body.

- **Hacking** involves use of the hands or wrists. Hacking is a quick, light, firm motion. Contact with the skin should be brief.
- **Joint movements** are applied to the arm, hand, and foot. A joint movement may be applied with or without resistance. The joint movement is accomplished by rotating the arm, hand, or foot joint.

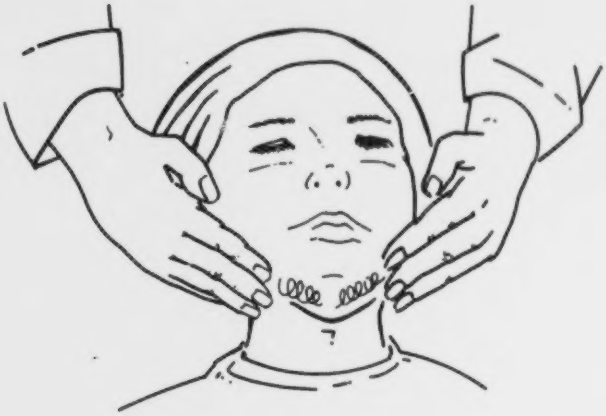


- **Percussion**, a slapping, hacking, or tapping movement should be applied with care. These movements are applied with the fingertips or hands in quick succession.

- **Petrissage**, a firm, light pressure applied with fingers and palms in a kneading movement. This movement stimulates and invigorates the skin and is usually limited to the back, shoulders and arms.

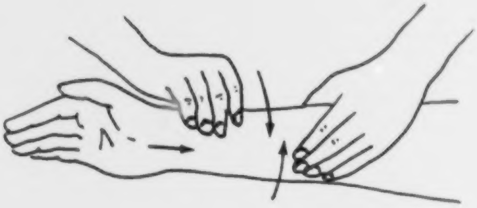
- **Tapotement**, another term for percussion. Tapotement involves digital tapping on the skin.

- **Vibration** is applied to the face with the cushions of the fingertips. The cosmetologist rapidly contracts muscles in the arms while the fingertips touch the point of application.



NOTE: Vibration should not be applied to one area more than a few seconds .

- **Wringing** is applied to the arm and legs. The cosmetologist places hands a small distance apart and twists the skin against the bone.



OBJECTIVE 3 **List benefits and effects of each massage movement.**

The following chart includes ten movements related to the massage of the face, hand, arm, and foot. There are benefits and effects of each movement listed that will assist the cosmetologist in providing a more comprehensive service to clients. The professional cosmetologist will explain the benefits and effects of a particular movement to a client during the service. This chart should be studied along with the practice of each movement

MOVEMENT	BENEFIT	EFFECT
1. Chucking	relieves stiff joints	deep massage effect
2. Effleurage	increases blood flow to the heart soothes muscles	more blood, oxygen, and nutrients to tissues prepares muscles for other types of massage
3. Friction	stimulates reflex points	breaks up waste deposits
4. Hacking	stimulates	adds glow to skin
5. Joint movement	increases joint mobility	strengthens weak joint muscles
6. Percussion	increases blood circulation	improves muscle tone, adds glow to skin
7. Petrissage	increases circulation to the heart at a deeper level than effleurage	assists in removal of toxins and waste
8. Tapotement	helps relieve cramps and muscle tension increases nerve sensibility	improved muscle tone
9. Vibration	can stimulate, relax, or exhaust nerves stimulates muscle contractions and glandular secretions	relieves sinus pressure and headaches when performed on the head and face
10. Wringing	increases blood flow to surface of skin	adds glow to skin

OBJECTIVE 4 **List safety precautions for performing basic massage.**

Before performing massage on a client there are certain safety procedures to practice. Careful attention must be paid to these safety precautions to avoid causing the spread of disease or harm to a client.

1. Properly label all containers. Massage creams often come in professional sizes. Many cosmetologists prepare a smaller portion of the product. A label needs to be on the container to ensure that the correct product is being used with the procedure.

2. Wash hands before and after each client. Thoroughly washing your hands will help prevent the spread of bacteria or disease from one client to another or from a client to yourself.

3. Clean work area after each client. A sparkling clean work area is not only inviting to clients but also more sanitary. Use a disinfectant to kill any bacteria on equipment or furniture.

   NOTE: Don't forget to clean the steamer of the skin care unit to stop the spread of germs.

4. Perform a client consultation before beginning any massage treatment.

5. Check a client for skin disorders or diseases before beginning massage treatments. The presence of disease should stop a massage treatment. A disorder may receive treatment if a medical release has been obtained.

   NOTE: A medical release is any statement written by the client's doctor releasing him or her to receive your service.

6. Massage a muscle from the insertion to the origin.

   NOTE: Massaging a muscle in the wrong direction can cause sagging and/or loss of resiliency.

   CAUTION: A client with high blood pressure or diabetes should not receive massage treatments without a medical release.

OBJECTIVE 5 **Describe the environment in which massage is performed.**

A cosmetologist will perform massage on a client receiving a manicure, pedicure, facial, or scalp treatment. Each service involving massage should take place in a relaxing atmosphere.

This allows the client to receive the maximum benefit from the massage.

Manicures and pedicures should be given in a clean, well-lighted area away from the regular salon traffic. During a manicure or pedicure massage, conversation may take place as long as the client wants to participate.

Facials require a dimly-lit area in the salon, preferably a closed-off area. The cosmetologist should be quiet and use slow movements during a facial. This will allow the client to relax fully during the facial procedure. Only if the client talks should the cosmetologist engage in conversation during the facial.

Scalp treatments may be given at the cosmetologist's station or in another designated area of the salon. Only if the client talks should the cosmetologist engage in conversation during the treatment.

ACTIVITY SHEET 1 | *PERFORMING BASIC MASSAGE* | *VII*

NAME____________________ SCORE__________

Perform a client consultation to determine if massage will be beneficial.

INTRODUCTION

Massage is beneficial to most people, but not to all. Clients with disorders or diseases may not receive certain types of massage. How will you know if a client should not receive a massage treatment or if he or she would need a medical release to receive one? You will find this information out by filling in a client profile on each person you work on.

The client profile is filled out during the consultation on the first visit to the salon. Client profiles are updated at least semi-annually. This will give you the necessary information to begin services.

DIRECTIONS

Help the client fill out the questions on the client profile card. Do not leave the client while he or she is answering the profile questions. Discuss questions as needed to gain further information and also guide the client into giving complete information. Assure the client that all information is confidential.

Reading Comprehension

- Gain factual information

Functional Writing

- Complete forms and records

Interactive Communication

- Communicate with clients/customers/patients

NAME ____________________ PHONE# ______________

ADDRESS ____________________ BIRTHDAY __________

____

SERVICE ______________________________________

SKIN CONDITIONS _______________________________

____

____

MAJOR HEALTH CONDITIONS _______________________

____

____

____

General Relating

- Interact with clients

Job Acquisition/ Development

- Deal effectively with customers/ clients

MEDICAL RELEASE REQUIRED? YES ____ NO ____
MEDICAL RELEASE OBTAINED? YES ____ NO ____

OPERATOR COMMENTS ____

____

____

____

ALL INFORMATION IS CONFIDENTIAL.

ASSIGNMENT SHEET 1

PERFORMING BASIC MASSAGE

VII

Name ______________________ Score __________

OBJECTIVE 6

Analyze case studies.

DIRECTIONS

Read each case study carefully and answer the questions.

Reading Comprehension

- **Analyze cause and effect**

Cognitive Activities

- **Define a problem**
- **Draw conclusions**

Case I

Mrs. Smith has poor circulation in her hands. Because of this, her skin looks slightly blue and her fingernails are not healthy. During her manicure service what type of massage would help this condition? Explain.

____

____

____

Case 2

John Myers is a regular customer for haircuts. During conversation it comes out that Mr. Myers has trouble relaxing due to his stressful job. What services and types of massage would benefit him most?

____

____

____

Case 3

Diana has been giving herself a home facial once a week. She has noticed that since starting this routine her facial is sagging slightly. Diana thought facials improved skin tone. What is she doing wrong?

____

____

____

ASSIGNMENT SHEET 1

Case 1

Answer: Wringing helps increase blood flow to the surface of the skin.

Case 2

Answer: Facial or scalp treatment; petrissage and effleurage for their relaxing effects.

Case 3

Answer: Diana was massaging in the wrong direction, not from insertion to origin.

WRITTEN TEST

PERFORMING BASIC MASSAGE

VII

NAME______________________________ SCORE__________

OBJECTIVE 1

Match terms associated with performing basic massage to their correct definitions.

Part I

______1. The fixed attachment of a muscle

______2. To arouse or incite to activity

______3. A light, continuous stroking movement that relaxes and soothes

______4. Rapid muscular contractions which are highly stimulating

______5. A stimulating, chopping massage movement

______6. The more movable attachment of a muscle

______7. Light or firm rubbing, circular movement that aids in blood circulation

a. Effleurage
b. Insertion
c. Vibration
d. Origin
e. Friction
f. Hacking
g. Stimulate

Part II

______1. A combination of rubbing, kneading movements applied to the body

______2. Physical or mental stress

______3. Massage movement that tones muscles and gives skin a healthy glow

______4. Light, digital tapping that produces stimulation

______5. A rolling and wringing motion usually used in arm massage

a. Percussion
b. Joint movement
c. Tension
d. Chucking
e. Massage
f. Wringing
g. Petrissage
h. Tapotement

May be photocopied for student use.

_____6. Used in hand and arm massage; applied with or without resistance

_____7. Firm, light pressure applied with fingers and palms in a kneading movement

_____8. A vigorous movement which requires a twisting of the skin against the bones

OBJECTIVE 2 **Describe the basic massage movements.**

1. Chucking ____

2. Effleurage ____

3. Friction ____

4. Hacking ____

5. Joint movement ____

6. Percussion ____

7. Petrissage ____

May be photocopied for student use.

8. Tapotement ____

____

____

9. Vibration ____

____

____

10. Wringing ____

____

____

May be photocopied for student use.

OBJECTIVE 3 List benefits and effects of each massage movement.

MOVEMENT	BENEFIT	EFFECT
1. Chucking		
2. Effleurage		
3. Friction		
4. Hacking		
5. Joint movement		
6. Percussion		
7. Petrissage		
8. Tapotement		
9. Vibration		
10. Wringing		

May be photocopied for student use.

OBJECTIVE 4 **List safety precautions for performing basic massage.**

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

May be photocopied for student use.

OBJECTIVE 5 **Describe the environment in which massage is performed.**

Manicures and pedicures ______________________________

____

____

____

Facials ______________________________

____

____

____

Scalp treatment ______________________________

____

____

____

NOTICE The following Assignment Sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 6 **Analyze case studies.** SCORE _____

May be photocopied for student use.

OBJECTIVE 1

Part I

1. d
2. g
3. a
4. c
5. f
6. b
7. e

Part II

1. e
2. c
3. a
4. h
5. d
6. b
7. g
8. f

OBJECTIVE 2

1. Chucking--a rolling and wringing motion accomplished by firmly holding the skin in one hand and moving the other hand up and down the bone of the arm.

2. Effleurage--applied to almost all areas of the body because of its relaxing effect. When performing effleurage, use the cushions of the fingertips to do the stroking. Palms may also be used for stroking. Keep the hand loose and allow the wrist and fingers to conform to the area being massaged.

3. Friction--usually applied to the arms, hands, and scalp in a circular motion. Pressure is used on these areas. This is achieved by using the fingers or palms to apply pressure while moving the skin over the underlying structures. Friction applied to the face is lighter than to the other areas of the body.

4. Hacking--involves use of the hands or wrists. Hacking is a quick, light firm motion. Contact with the skin should be brief.

5. Joint movement--applied to the arm, hand, and foot. A joint movement may be applied with or without resistance. The joint movement is accomplished by rotating the arm, hand, or foot joint.

6. Percussion--slapping, hacking, or tapping movement should be applied with care. These movements are applied with the fingertips or hands in quick succession.

7. Petrissage--firm, light pressure applied with fingers and palm in a kneading movement. This movement stimulates and invigorates the skin and is usually limited to the back, shoulders, and arms.

8. Tapotement--another term for percussion. Tapotement involves digital tapping on the skin.

9. Vibration--applied to the face with the cushions of the fingertips. The cosmetologist rapidly contracts muscles in the arms while the fingertips touch the point of application.

10. Wringing--applied to the arm and legs. The cosmetologist places hands a small distance apart and twists the skin against the bone.

MOVEMENT	BENEFIT	EFFECT
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6. Percussion	increases blood circulation	improves muscle tone, adds glow to skin
7. Petrissage	increases circulation to the heart at a deeper level than effleurage	assists in removal of toxins and waste
8. Tapotement	helps relieve cramps and muscle tension increases nerve sensibility	improved muscle tone
9. Vibration	can stimulate, relax, or exhaust nerves stimulates muscle contractions and glandular secretions	relieves sinus pressure and headaches when performed on the head and face
10. Wringing	increases blood flow to skins surface	adds glow to skin

OBJECTIVE 4

1. Properly label all containers.
2. Wash hands before and after each client.
3. Clean work area after each client.
4. Check a client for skin disorders or diseases before beginning massage treatments.
5. Massage a muscle from the insertion to the origin.
6. Perform a client consultation before beginning any massage treatment.

OBJECTIVE 5

- Manicures and pedicures are best performed in a clean, well-lit area away from salon traffic. Conversation may take place if the client chooses.
- Facials should be given in a dimly-lit, closed-off area in the salon. Conversation should take place only if the client initiates it.
- Scalp treatments may be given in the cosmetologist's chair or in another designed area in the salon. Conversation should take place only if the client initiates it.

OBJECTIVE 6

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

ANALYZING PHYSICAL CHARACTERISTICS OF CLIENTS

VIII

INTRODUCTION

As a future professional in cosmetology, it is important to know how to analyze the physical characteristics of clients. Training in professional analysis will assist the cosmetologists in providing expert service to the client. The cosmetologist will be also be able to improve the appearance of the client by focusing on the look that is most complimentary.

UNIT OBJECTIVE

After completing this unit, the student should be able to be able to identify the physical characteristics of a client. The student will demonstrate these competencies by completing an assignment sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with physical characteristics of clients to their correct definitions.
2. Discuss the characteristics of the seven facial shapes.
3. List the special considerations of the face.
4. Describe the different body shapes.
5. Practice identifying facial shapes. (Assignment Sheet 1)

PREPARATION

- Order materials to supplement unit.
- Review suggested activities before beginning unit.
- Invite guest speakers.
    - Invite a cosmetologist from a local salon to speak to class about the use of the knowledge of facial shapes and body structure.
    - Invite an image consultant or fashion designer to speak about body shapes.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Discuss terms with students.
- Invite a cosmetologist from a local salon to speak to the class about the use of the knowledge of facial shapes and body structure.
- Play *Wheel of Fortune* word game.

Objective 2

- Use Transparency Master 1 *Facial Shapes.*
- Have students analyze one another's facial features and determine what they are.

Objective 3

- Use Transparency Master 2 *Eyes.*
- Use Transparency Master 3 *Eyewear.*
- Use Transparency Master 4 *Head Shapes.*
- Use Transparency Master 5 *Neck Shapes.*

- Use Transparency Master 6 *Profiles*.

Objective 4

- Use Transparency Master 7 *Body Structure*.
- Use Transparency Master 8 *Broad Hips and Shoulders*.
- Use Transparency Master 9 *Heavy Figure*.
- Invite an image consultant or fashion designer to speak about body shapes.
- Use Transparency Master 10 *Muscular Figure*.
- Use Transparency Master 11 *Swayback*.
- Use Transparency Master 12 *Tall figure*.

APPLICATION

Objective 5

- Use Assignment Sheet 1 to give students practice in applying knowledge of the facial shapes.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate actions listed in the specific objectives.
- Given written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Ahern, Jerry, *West's Textbook of Cosmetology*, Second Edition, West Publishing Company, 50 West Kellogg Boulevard, St. Paul, MN 55164-1003, 1986.

- Dalton, John, *The Professional Cosmetologists*, Third edition, West Publishing Company, 50 West Kellogg Boulevard, St. Paul MN 55164-1003, 1985.

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PRETEST ANSWERS

ANALYZING PHYSICAL CHARACTERISTICS OF CLIENTS *VIII*

EVALUATOR NOTE

Use the following answer key to check student answers to questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	5, 9
2	1, 2, 3, 4, 10
3	6, 8, 11
4	7, 12

ANSWER KEY

1. d
2. d
3. b
4. c
5. c
6. b
7. c
8. a
9. b
10. b
11. a
12. a

OBJECTIVE 5

Refer to answers to Assignment Sheet 1.

PRETEST

ANALYZING PHYSICAL CHARACTERISTICS OF CLIENTS

VIII

NAME________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. The ideal facial shape is:

    a. Round
    b. Square
    c. Oblong
    d. Oval

2. A client with a round face should wear glasses that have frames that are:

    a. Round and large
    b. Square and small
    c. Matched to the hair color
    d. Compliment the eye size

3. If a client has a narrow head that means the head is:

    a. Oblong
    b. Small
    c. Unbalanced
    d. Rounded

4. The facial shape of a client with a rounded hairline and jawline is:

    a. Square
    b. Diamond
    c. Round
    d. Heart

5. The outline of a form is known as a:

    a. Silhouette
    b. Profile
    c. Figure
    d. Structure

May be photocopied for student use.

6. A nose that slants to one side or the other is:

   a. Prominent
   b. Crooked
   c. Wide and flat
   d. Turned-up

7. A body that has a boxy, possibly boyish look is:

   a. Broad shouldered
   b. Heavy
   c. Muscular
   d. Tall

8. A client with a short neck needs the illusion of:

   a. Length
   b. Roundness
   c. Fullness
   d. Width

9. Something that curves outward is:

   a. Concave
   b. Convex
   c. Characteristic
   d. Structured

10. A heart facial shape has a:

   a. Wide forehead and jawline
   b. Wide forehead and narrow chin line
   c. Narrow forehead and chin line
   d. Straight hairline and jawline

11. Wide-set eyes are characterized by being:

   a. More than one eye-width apart
   b. More than half an eye-width apart
   c. Less than one eye-width apart
   d. Exactly one eye-width apart

12. A client with a swayback will look:

   a. Slumped forward
   b. Short and heavy
   c. Tall
   d. Evenly proportioned

May be photocopied for student use.

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 5 **Practice identifying facial shapes.** SCORE_____

May be photocopied for student use.

INFORMATION SHEET

ANALYZING PHYSICAL CHARACTERISTIC OF CLIENTS

VIII

OBJECTIVE 1

Match terms associated with physical characteristics of clients to their correct definitions.

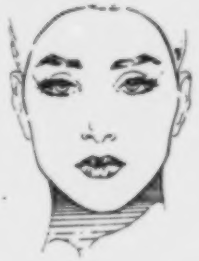
- **Characteristic**—a specific trait or quality
- **Concave**—curved or hollow, like the inside of a ball
- **Convex**—an outward curve
- **Figure**—the outline of a form
- **Profile**—the side view
- **Silhouette**—the outline of figure from any angle
- **Structure**—the arrangement of parts as a whole

OBJECTIVE 2

Discuss the characteristics of the seven facial shapes.

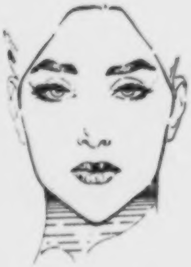
Being able to identify the facial features of a client will make your job as a cosmetologist much easier. Whether you are working on your client's hair or make-up, the facial shape and other physical characteristics will determine what should be done and how it will look. Using this knowledge will help you create the best look for your client. A satisfied client will keep coming back and spread the word about your work.

1. **Oval.** The oval facial shape is considered the ideal facial shape. An oval facial shape is balanced and needs no minimizing.

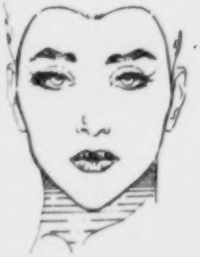


NOTE: The oval facial shape is the width of five of the client's eyes.

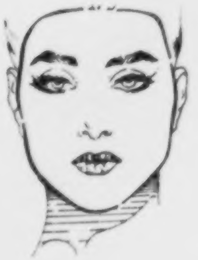
2. **Diamond.** A diamond facial shape is narrow at the forehead and chin and wide across the cheeks.



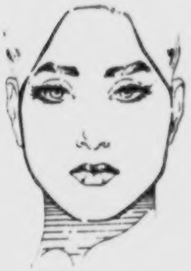
3. **Heart.** A heart facial shape is wide at the forehead and gradually narrows to the chin. Often a heart facial shape will have a widow's peak.



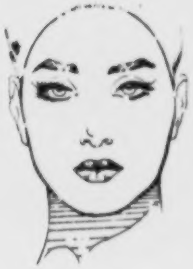
4. **Oblong.** An oblong facial shape is narrow and long, often with hollow cheeks.



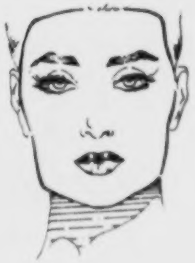
5. **Pear.** A pear facial shape is characterized by narrowness at the forehead and width at the jawline and chin line.



6. **Round.** A round facial shape is rounded at the hairline and the chin line.



7. **Square.** A square facial shape is characterized by its straight hairline and jawline.



OBJECTIVE 3

List the special considerations of the face.

There will be times during your career when a client will say, "I don't know what I want. What do you recommend for me?" How are you, the professional, going to respond? Will you respond with uncertainty and try to get the client to tell you what to do? Hopefully, you will answer with the confidence and knowledge from knowing the facial shapes and the special considerations. This knowledge will allow you to create a look specifically for your client.

EYES

1. **Wide-set eyes.** Wide-set eyes are eyes that are more than one eye-width apart. The cosmetologist's job is to make them appear closer together. Create a hairstyle with a side bang and full sides brought into the head. This will give the appearance of minimizing the width between the eyes.

2. **Close-set eyes** . Close-set eyes are less than one eye width apart. The hair should be styled away from the face to give the illusion of width. A side part is best for this special feature.

GLASSES

Customers who wear glasses on a full-time basis need special consideration. The glasses should enhance their face and help create an equal balance of all their features. Glasses should be an up-to-date style and fitted to the facial shape. Although cosmetologists are not in the eyewear business, they should have knowledge of what style looks best for each facial shape.

The oval facial shape can wear almost all types of glasses. The eye shape will determine what lens size will most enhance the face. Large eyes look best with smaller frames and larger lenses.

The diamond and heart facial shapes need lift added to the face. Frames should come up to the eyebrow and be a medium thickness.

Oblong facial shapes need to be shortened. Large up-to-date frames will give the needed illusion.

A client with a pear shaped face needs the illusion of length. Oval shaped frames will give a balanced look.

A client with a round face needs to avoid round frames which will only make the face appear more round. Frames for the round face should be selected according to the eye size.

The square facial shape needs eyewear that will soften the sharpness of the jawline. Frames should not be square, but more rounded and appropriate to the face size.

Oval

Diamond

Heart Shape

Oblong

Pear Shape

Round

Square

Eyewear should enhance the overall appearance. It can also make a fashion statement. People will often buy clear lens glasses and wear them as an accessory with their clothing. A cosmetologist should arrange the hair according to the facial shape but keep the hairstyle out of the way of removal of the glasses.

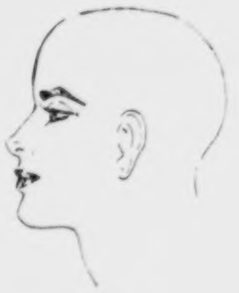
FACIAL FEATURES

Uneven features. No one has a perfect face; however, some faces have more noticeable problems than others. A client may have larger features on one side of the face than on the other. The cosmetologist's goal is to give the illusion of balanced features with the hairstyle produced.

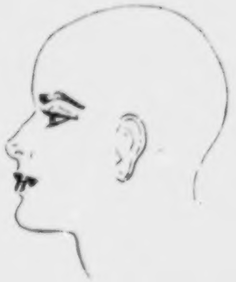
Thin features. A customer with thin features and a long, neck needs softness. Create softness around the face and bring hair onto the neck with fullness.

HEAD SHAPE

Flat. A client with a flat crown or frontalis needs height added to the flat area.



FLAT FRONTALIS

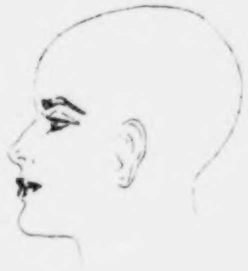


FLAT CROWN

Narrow. A narrow shaped head needs slight fullness on the sides and minimal height at the top and crown.

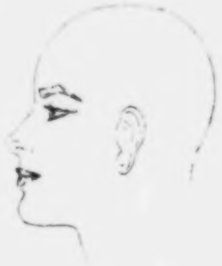
NARROW HEAD

Pointed. A client with a pointed crown area needs height in the top and fullness in the nape. The crown area should be styled flat at the crown.



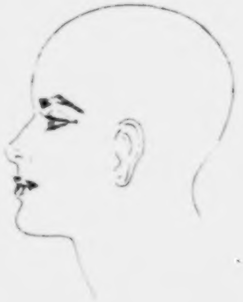
POINTED HEAD

Small. The small head needs height and lift added to the silhouette. A tapered neckline that flips up will give the needed lift.



SMALL HEAD

Oval. The ideal head shape is oval. All other head shapes need styles to create the illusion of an oval silhouette.



OVAL HEAD

NECKS

Long, thin neck. Keep the hair long in the nape area to be styled around the neck. This will minimize the length of the neck.

Short, wide neck. The client with a short, wide neck needs the illusion of length. Style the hair high at the top and crown and short and close to the neck at the nape.

NOSES

Crooked nose. A crooked nose will slant to one side or the other. A side part will de-emphasize the nose.

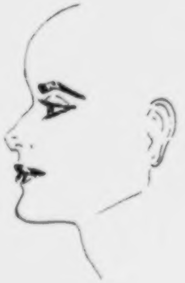
Prominent nose. A prominent nose can be large, pointed, or hooked. The cosmetologist should draw attention away from the nose. Use softness around the face to accomplish this.

Turned-up nose. A turned-up nose curves upward at the tip. The object of the hairstyle is to draw the nose back down visually. Create a style that goes back, away from the face at the sides.

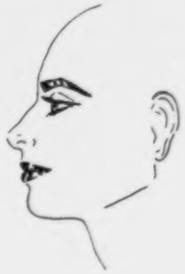
Wide, flat nose. A wide, flat nose adds width to the face. Attention should be drawn away from the nose. A hairstyle parted in the center with curled bangs is best for this client.

PROFILE

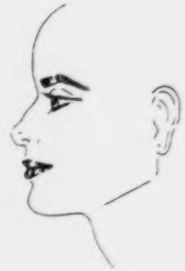
Concave. A concave profile has a recessed nose, while the chin and forehead extend out. Bangs should be worn and styled with nape hair close and soft.



Convex. The convex face has a protruding nose and recessed forehead and chin. Avoid pulling the hair back, which will make the nose more prominent. Style the hair close to the head.



Straight. The forehead, nose, and chin form an even line on the straight profile. No feature is more prominent than another. Almost any hairstyle can be worn.



People will be a combination of several different characteristics. Use the knowledge of facial shapes and special characteristics to create a look that suits the lifestyle and individuality of the client.

OBJECTIVE 4 **Describe the different body shapes.**

Every person has an individual body structure. No two people have the same body shape, even though many have close similarities. These unique structures help identify a person. Along with the facial shape, the body structure will guide the cosmetologist in selecting a balancing hairstyle.

Broad hips and shoulders add width to the body. A client with either or both of these should wear a hairstyle that has fullness. A style worn close to the head will make the body look out of balance and accentuate the width in the hips and/or shoulders.

NOTE: A client with broad hips and narrow shoulders is often referred to as an A-shaped figure. A client with broad shoulders or one that is hip heavy with a narrow waist has a T-shaped figure.

An all-over heavy figure needs balance also. Add height and softness to the hair. Frame the face and use a side parting to soften the heaviness.

NOTE: A heavy figure is also known as an O-shaped figure because of its roundness.

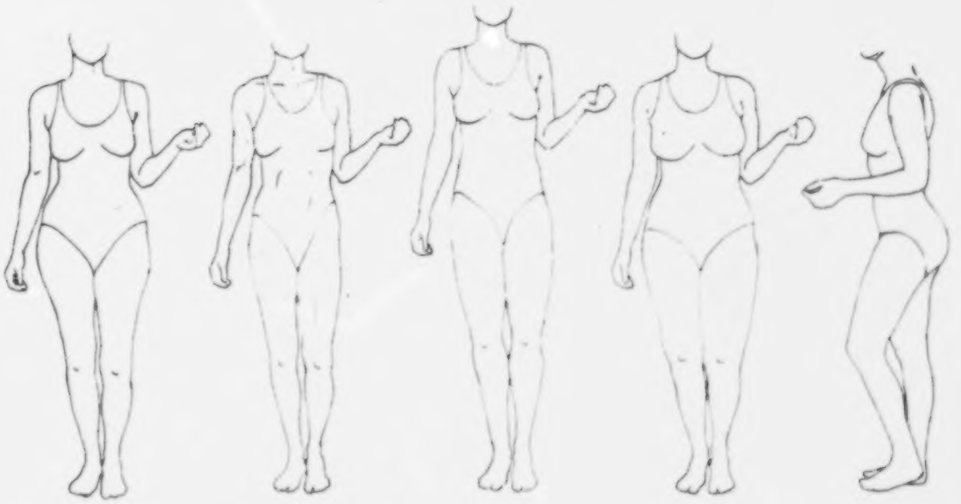
Muscular figures tend to look boxy and sometimes boyish. A blunt hairstyle, such as a bob, causes the body to look square. Soften the hairstyle with layers and bring it in close to the nape.

NOTE: The muscular figure is sometimes referred to as the H-shape figure because it is straight up and down.

A client with a swayback will be slumped forward and have dropped shoulders. Usually swayback is a result of scoliosis, a medical condition. Arrange the hair in a way that is full at the nape with curls flipping outward to even out the body profile.

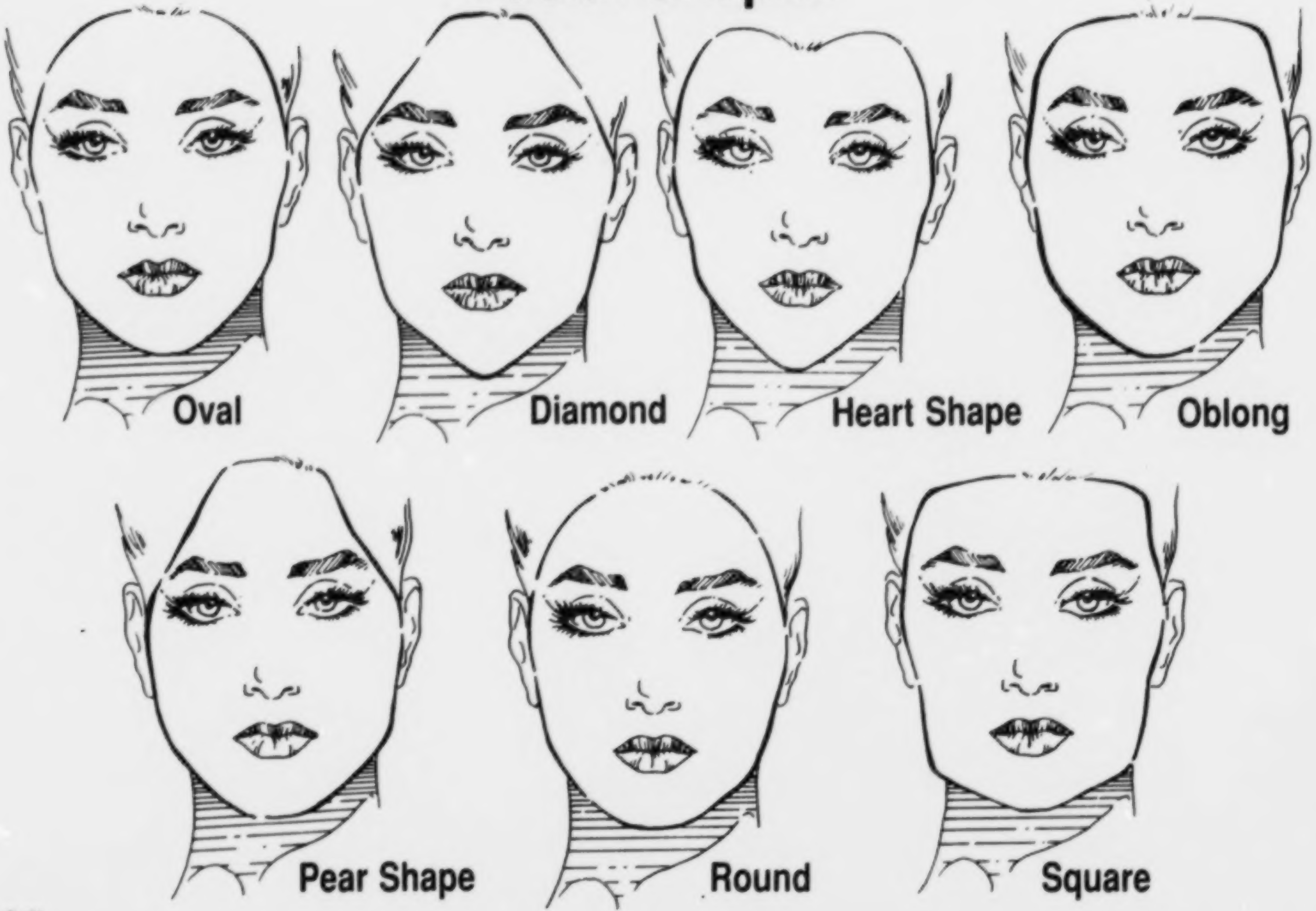
The tall figure needs a hairstyle that equalizes the height. Style the hair full with little added height at the top or crown.

Drawings of Body Shapes

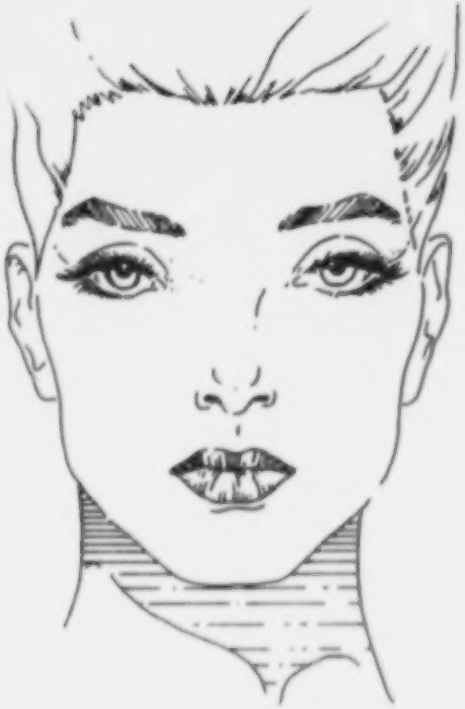


Broad Hips Muscular Figure Tall Figure Heavy Figure Sway Back

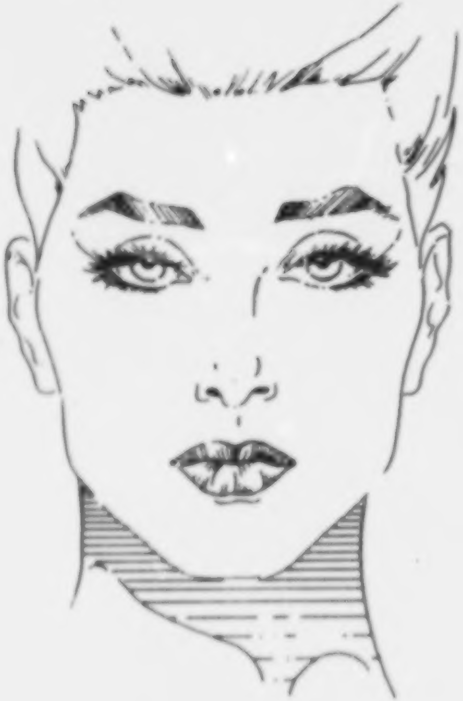
Facial Shapes



Eyes

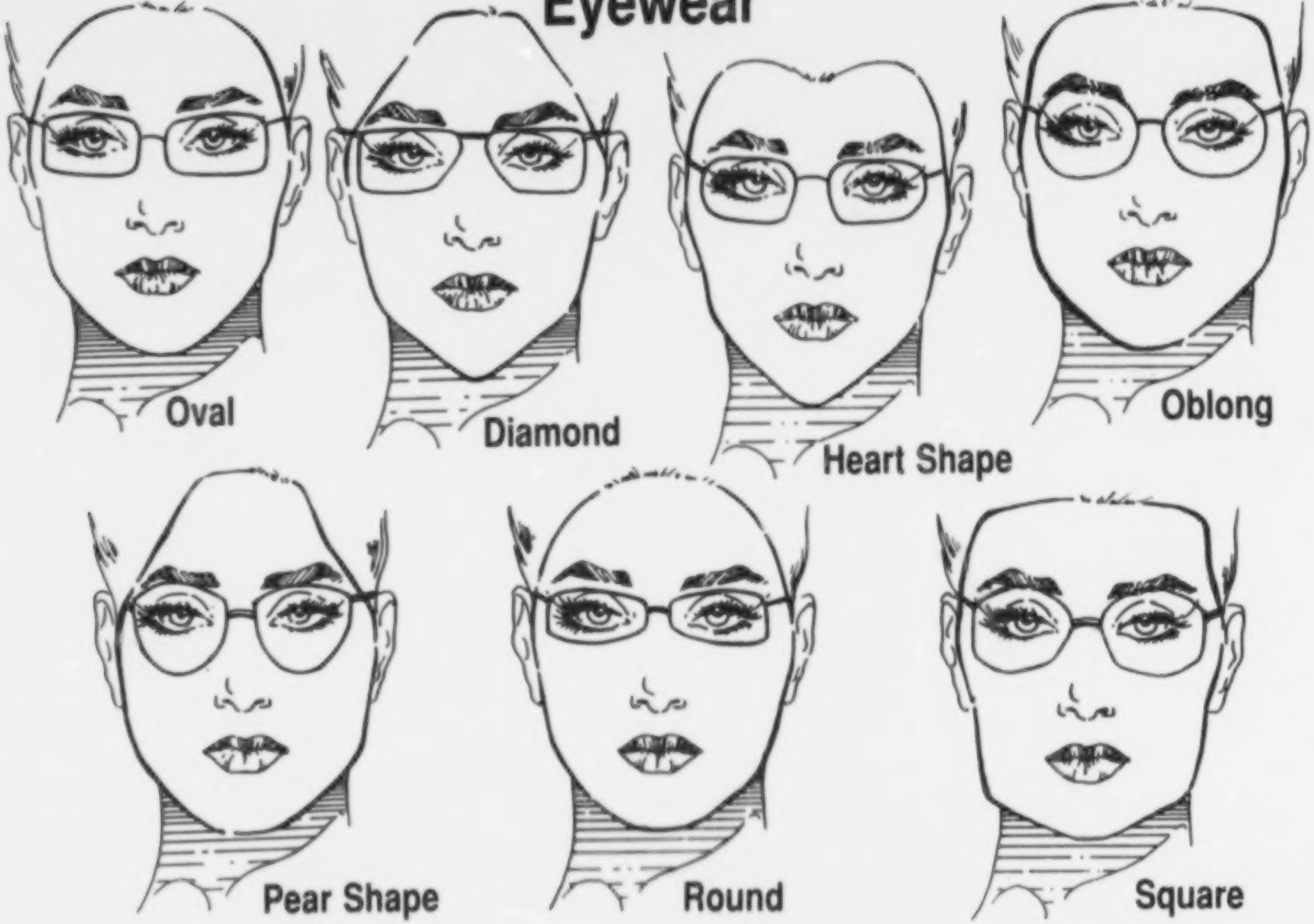


Wide-set Eyes



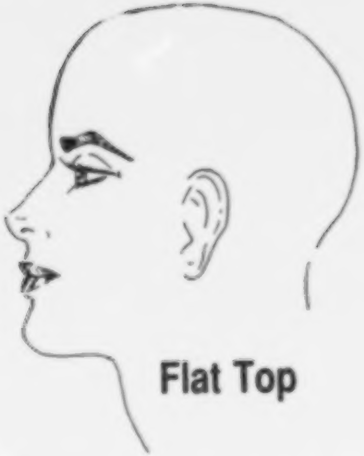
Close-set Eyes

Eyewear

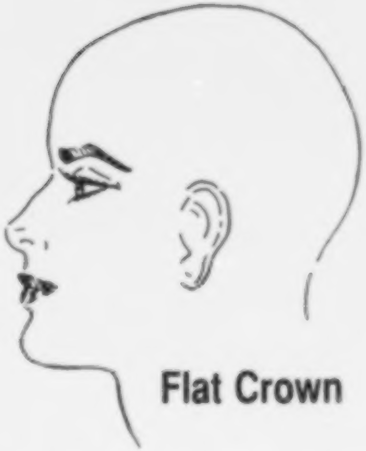


TRANSPARENCY MASTER 3 - Cosmetology Core
CIMC - VIII - 29

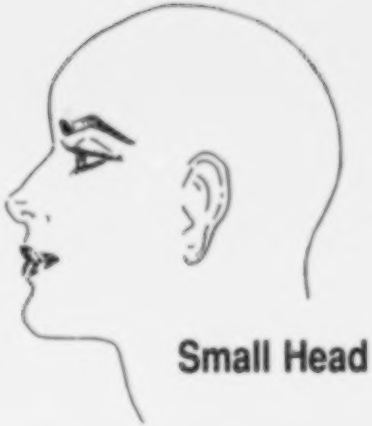
Head Shapes



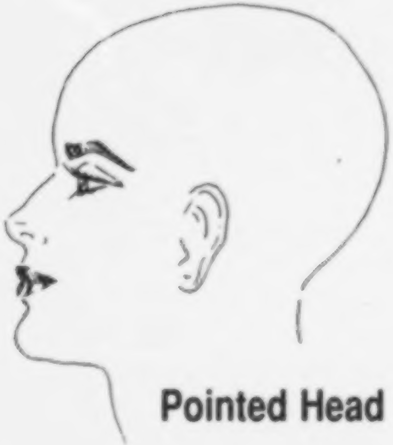
Flat Top



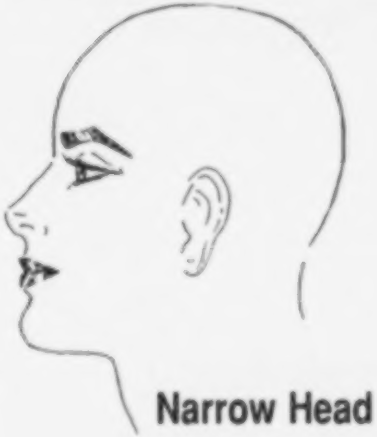
Flat Crown



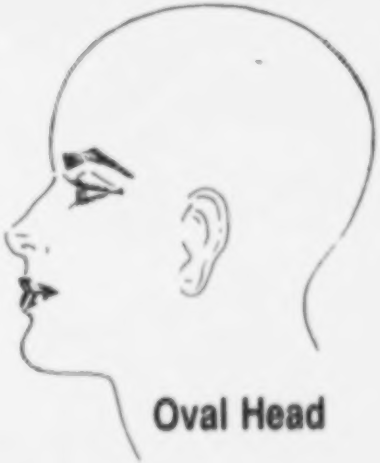
Small Head



Pointed Head



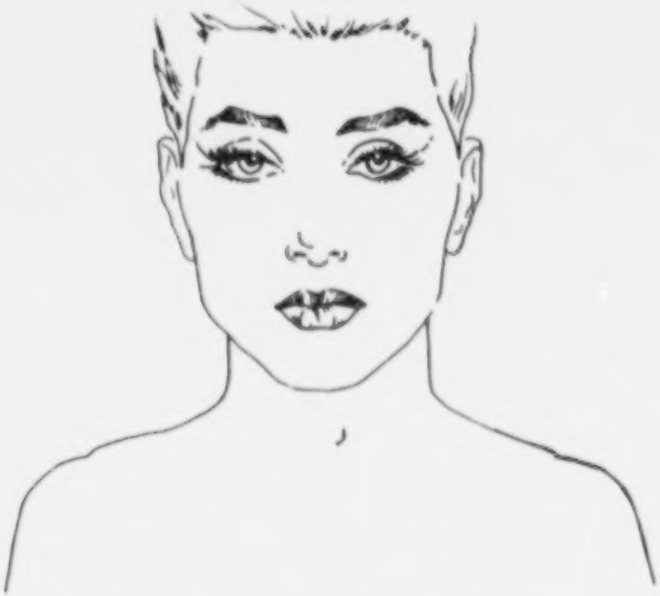
Narrow Head



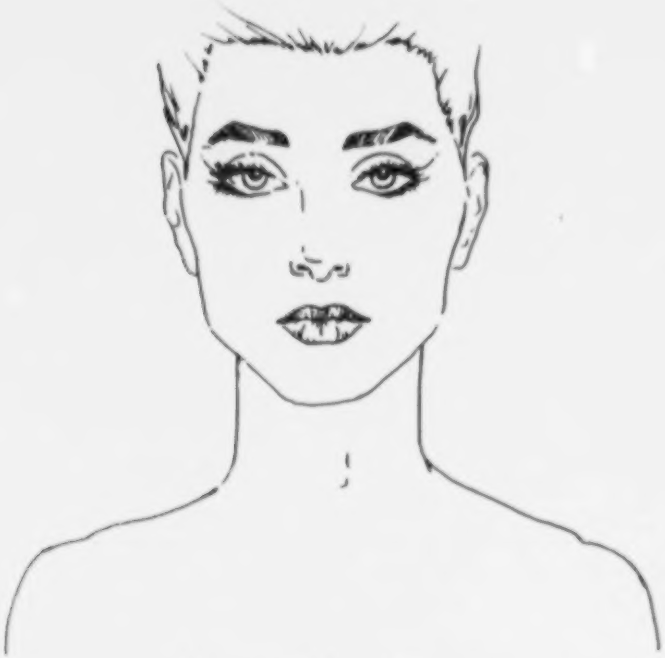
Oval Head

TRANSPARENCY MASTER 4 - Cosmetology Core
CIMC - VIII - 31

Neck Shapes



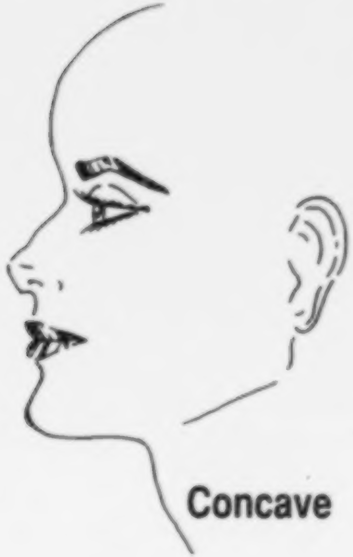
Short Neck



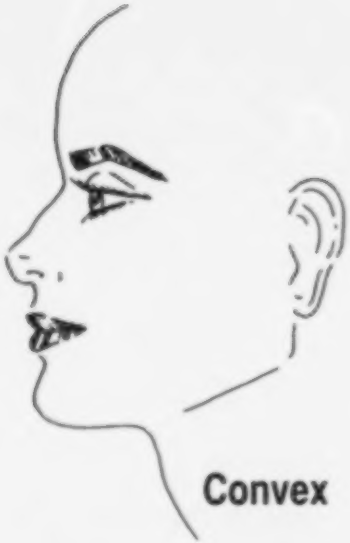
Long, Thin Neck

TRANSPARENCY MASTER 5 - Cosmetology Core
CIMC - VIII - 33

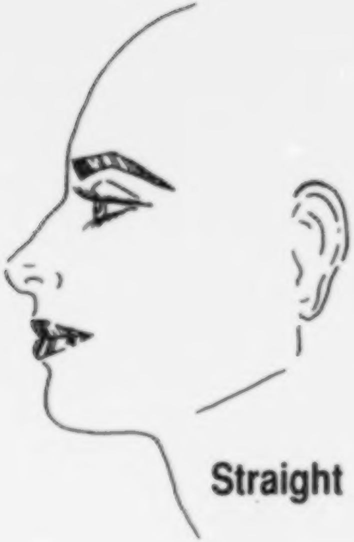
Profiles



Concave

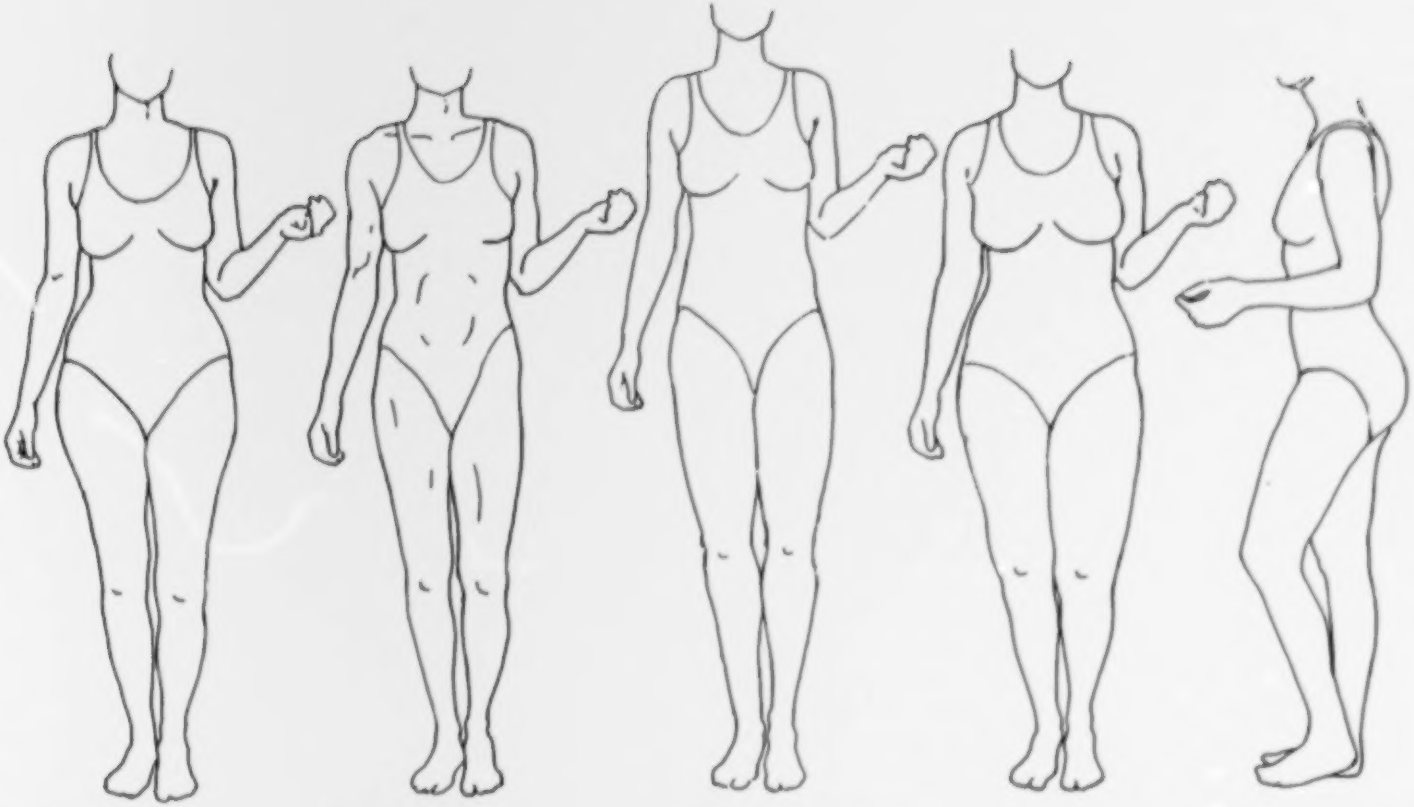


Convex



Straight

Body Structures



Broad Hips

Muscular Figure

Tall Figure

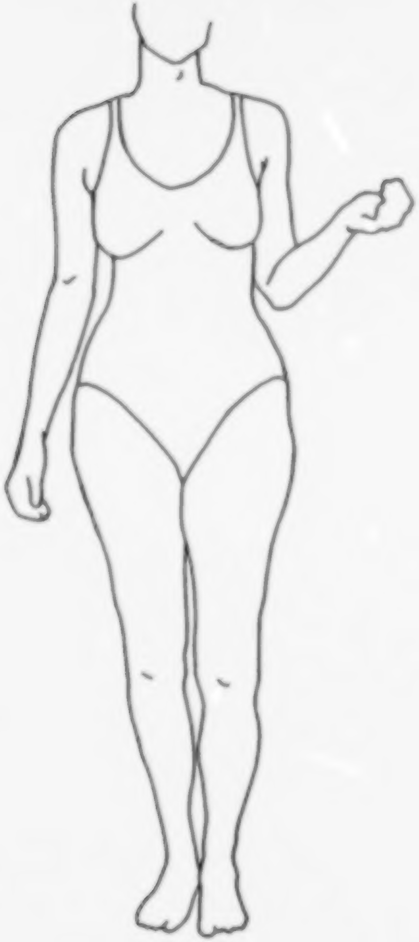
Heavy Figure

Sway Back

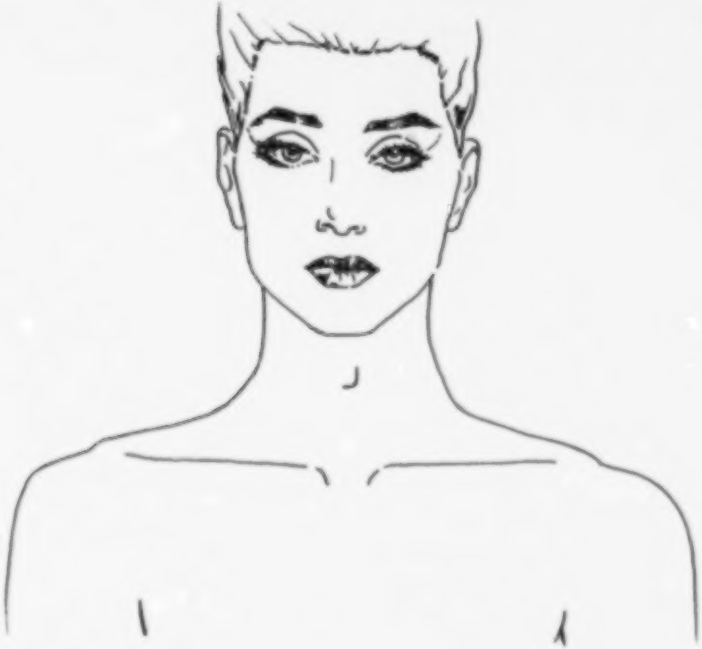
TRANSPARENCY MASTER 7 - Cosmetology Core
CIMC - VIII - 37

TRANSPARENCY MASTER 8 - Cosmetology Core
CIMC - VIII - 39

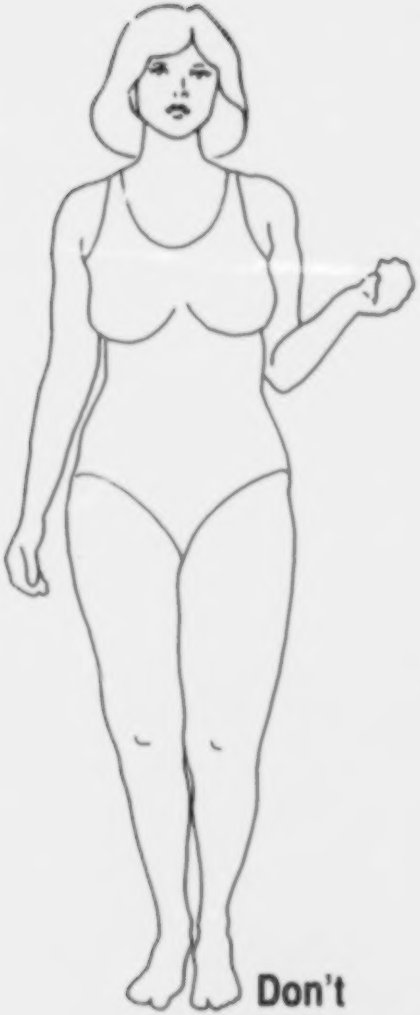
Broad Hips



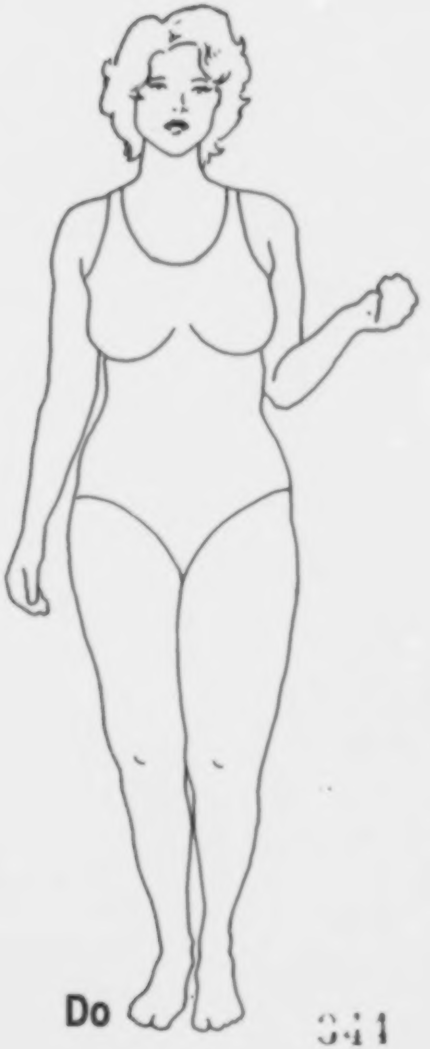
Broad Shoulders



Heavy Figure (Hairstyle)



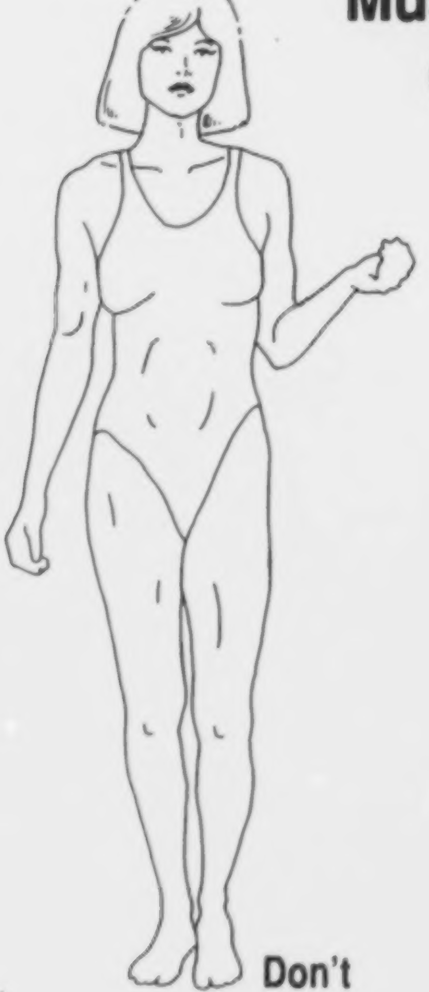
Don't



Do

TRANSPARENCY MASTER 9 · Cosmetology Core
CIMC · VIII · 41

Muscular Figure (Hairstyle)



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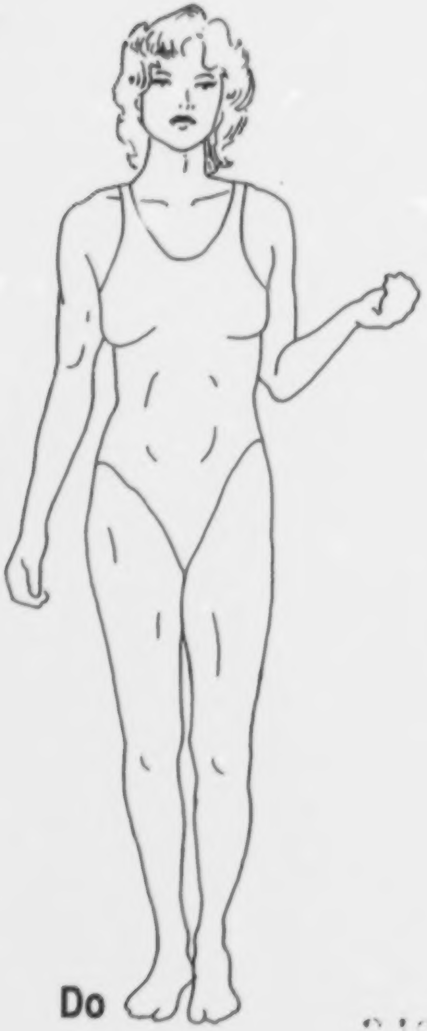
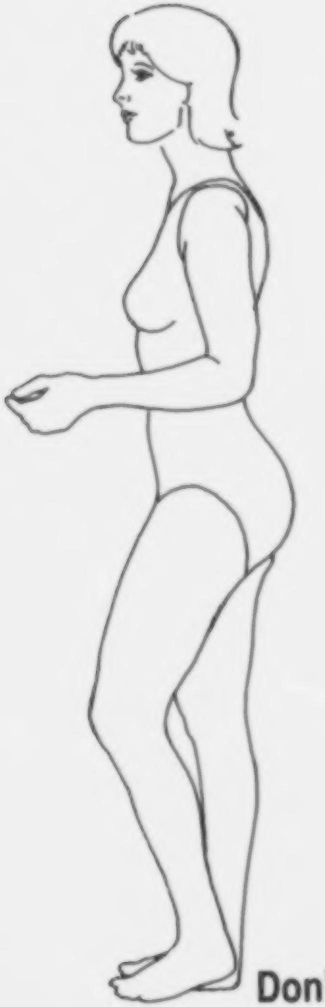


Do

TRANSPARENCY MASTER 10 - Cosmetology Core
CIMC - VIII - 43

Swayback (Hairstyle)



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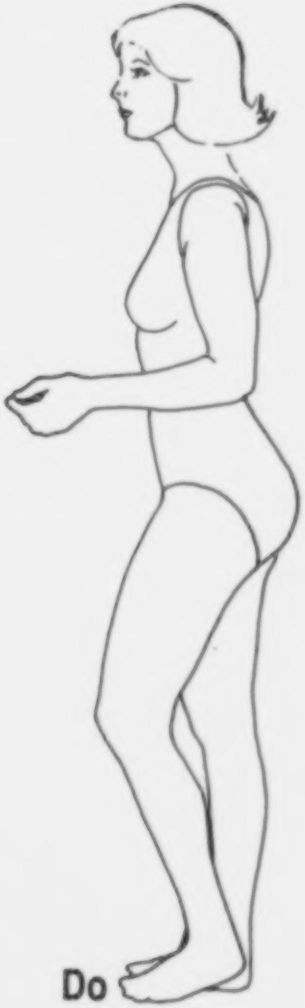
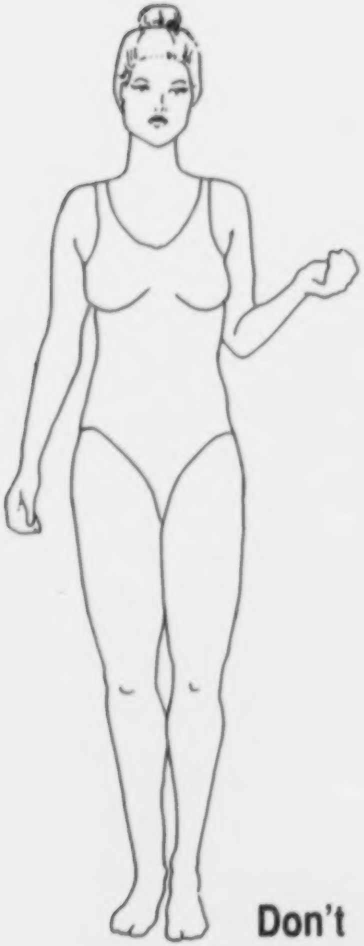
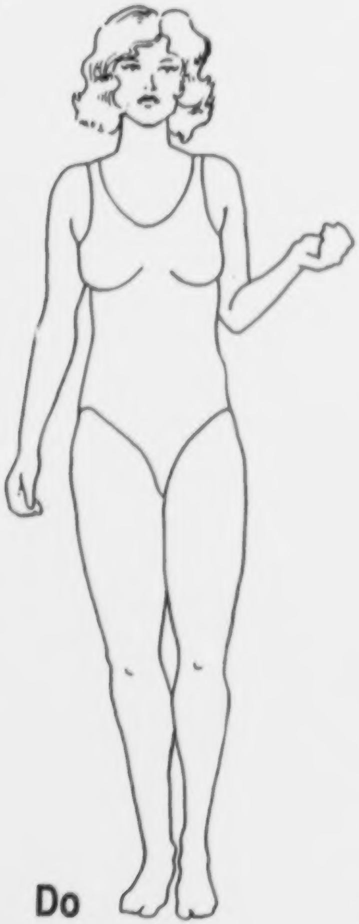


Do

TRANSPARENCY MASTER 11 - Cosmetology Core
CIMC - VIII - 45

Tall Figure (Hairstyle)





ASSIGNMENT SHEET 1

ANALYZING PHYSICAL CHARACTERISTICS OF CLIENTS

VIII

NAME________________________________ SCORE____________

OBJECTIVE 5

Practice identifying facial shapes.

INTRODUCTION

This unit deals with the physical characteristics of the client. The information given is to be used to improve the appearance of the client.

DIRECTIONS

The statements given are the characteristics of a facial shape. Read each statement and identify the shape.

1. Curved hairline and jawline, wide width over the entire face.

2. A narrow forehead and wide cheek area and jawline. Cheekbones are high and prominent.

3. The perfect or ideal shape, similar to an egg.

4. A pointed chin with wide cheeks and a narrow forehead.

5. Wide width over the whole face, very sharp straight lines at the jaw and hairline.

6. A narrow face similar to the oval, but longer.

7. A face with a pointed chin and gradually widens to the forehead.

Reading Comprehension

- React to written material

Functional Reading

- Follow written instructions
- Use content area vocabulary

Life Science

- Investigate/apply principles of anatomy and physiology

Job Acquisition/ Employment Skills

- Master specific job task/procedure

ASSIGNMENT SHEET 1

1. round
2. pear
3. oval
4. diamond
5. square
6. oblong
7. heart

WRITTEN TEST

ANALYZING PHYSICAL CHARACTERISTICS OF CLIENTS

VIII

NAME ______________________________ SCORE ____________

OBJECTIVE 1

Match terms associated with physical characteristics of clients to their correct definitions.

___ 1. An outward curve

___ 2. A specific trait or quality

___ 3. The arrangement of parts as a whole

___ 4. Curved or hollow, like the inside of a ball

___ 5. The side view

___ 6. The outline of a figure from any angle

___ 7. The outline of a form

a. Characteristic

b. Concave

c. Convex

d. Figure

e. Profile

f. Silhouette

g. Structure

OBJECTIVE 2

Discuss the characteristics of the seven facial shapes.

1. Oval ____

____

2. Diamond ____

____

3. Heart ____

____

4. Oblong ____

____

5. Pear ____

____

May be photocopied for student use.

6. Round ______________________________

____

7. Square ______________________________

____

OBJECTIVE 3 **List the special considerations of the face.**

Eyes

1. ______________________________

2. ______________________________

Glasses

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

Facial Features

1. ______________________________

2. ______________________________

Head Shape

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

May be photocopied for student use.

Neck

1. ____

2. ____

Nose

1. ____

2. ____

3. ____

4. ____

Profile

1. ____

2. ____

3. ____

OBJECTIVE 4 **Describe the different body shapes.**

1. Broad hips ____________________________________

   ____

2. Broad shoulders ________________________________

   ____

3. Heavy figure ___________________________________

   ____

4. Muscular figure ________________________________

   ____

5. Swayback _____________________________________

   ____

May be photocopied for student use.

6. Tall figure ______________________________

____

NOTICE The following Assignment Sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 5 **Practice identifying facial shapes.** SCORE _____

May be photocopied for student use.

OBJECTIVE 1

1. c
2. a
3. g
4. b
5. e
6. f
7. d

OBJECTIVE 2

1. Oval. The ideal facial shape. Is balanced evenly. Five-eye width.
2. Diamond. Narrow at the forehead and chin, wide across the cheeks.
3. Heart. Wide at the forehead and gradually narrows to the chin. Often has a widow's peak.
4. Oblong. Narrow and long, often with hollow cheeks.
5. Pear. Narrow forehead and wide at the jawline and chin line.
6. Round. Rounded hairline and chin line.
7. Square. Straight hairline and jawline.

OBJECTIVE 3

Eyes

1. Wide-set
2. Close-set

Glasses

1. Oval—large lens and small frame for large eyes
2. Diamond and heart—frames should come to the brow line and be of medium thickness

3. Oblong—large up-to-date frames
4. Pear—oval frames
5. Round—select according to eye size, avoid round
6. Square—rounded frame

Facial Features

1. Uneven features
2. Thin features

Head Shape

1. Flat
2 Narrow
3. Pointed
4 Small
5. Oval

Neck

1. Long, thin neck
2. Short, wide neck

Nose

1. Crooked nose
2. Prominent nose
3. Turned-up nose
4. Wide, flat nose

Profile

1. Concave
2. Convex
3. Straight

OBJECTIVE 4

1. Width across the hip area makes the body appear wide
2. Width across the shoulders causes the body to look wide and unbalanced
3. Heaviness all over the body, the body is evenly wide
4. Boxy and sometimes boyish looking, appears square
5. Body looks slumped forward with dropped shoulders
6. Very tall in height

OBJECTIVE 5

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

INTRODUCTION

Understanding the principles of color is of extreme importance to all phases of cosmetology. Be prepared to remove all the gray from a client's life by visualizing color like he or she has never seen it before--through the artistic eyes of the cosmetologist. Color can be invigorating, soothing or depressing. Knowledge of color analysis will assist the cosmetologist in selecting the appropriate colors for the client's hair, makeup and nails.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe the basic principles of color. The student will demonstrate these competencies by completing assignment sheets, a job sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with the visible spectrum of color to their correct definitions.
2. List the colors of the visible spectrum in sequence.
3. List the warm colors of the visible spectrum.
4. Select from a list the neutral color of the visible spectrum.
5. List the cool colors of the visible spectrum.
6. Match terms associated with the color wheel to their correct definitions.
7. List the primary colors.
8. List the secondary colors and their formulas.
9. List the tertiary colors and their formulas.
10. Name the complementary colors of the color wheel.
11. Complete color crossword puzzle. (Assignment Sheet 1)
12. Analyze case studies. (Assignment Sheet 2)
13. Draping for color analysis. (Job Sheet 1)

SUGGESTED ACTIVITIES | IDENTIFYING BASIC PRINCIPLES OF COLOR | IX

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes, and other media
  - Fluorescent lamp—blue
  - Incandescent lamp—yellow
  - Yellow-white light bulb
  - Blue-white light bulb
  - Neutral-white fluorescent tube (visible spectrum)
  - Prism
  - Acrylic paints--primary blue, primary red, primary yellow, white, and black
  - Paint brushes
  - Color wheel from art store

  NOTE: A color wheel is provided with the teacher book only.

- Invite guest speakers.
  - Invite a nail artist, a facialist, and a hair coloring technician to demonstrate the use of color in each area of specialty.
  - Invite an artist to discuss color theory.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objectives 1 through 5

- Have class go outdoors on a sunny day to observe sunlight being reflected through a prism.

Objectives 6 through 10

- View Transparency Masters 1 through 4.
- Do Handout 1 in class.
- Invite an artist to discuss color theory.
- Invite a nail artist, a facialist, and a hair coloring technician to demonstrate the use of color in each area of specialty.

APPLICATION

Objectives 11 and 12

- Have students do Assignment Sheets 1 and 2 in class or as homework.

Objective 13

- Let students practice Job Sheet 1. They may practice on one another before doing a live model.
- Demonstrate the procedure of draping a client for color analysis.
- Demonstrate how to cleanse the face of cosmetics.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.

- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review material as needed.
- Reteach and retest if necessary.
- Counsel students individually in practical test results and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Colorgraphics*
- *SoColor with Confidence, Volume I*
- *SoColor with Confidence, Volume II*

  NOTE: Information about these videos may be obtained from Matrix Enterprises, Inc., Solon, Ohio 44139.

UNIT REFERENCES

- Ahern, Jerry J., *West's Textbook of Cosmetology.* West Publishing Company, P.O. Box 43526, St. Paul Minnesota 55164-1003, 1981.
- Jackson, Carole, *Color Me Beautiful.* Acropolis Books, Ltd., Washington, D.C., 1984.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Corporation, 3839 White Plains Road, Bronx, New York 10467-5394, 1990.
- *Lectures in Hair Structure and Chemistry for Cosmetology Teachers.* Publishing Corporation, 1983.
- Place, Stan Campbell. *The Art and Science of Professional Makeup.* Milady Publishing Company, 1989.
- *The American College Dictionary.* Random House, 201 East 50th Street, New York, New York 10022, 1969.

IDENTIFYING BASIC PRINCIPLES OF COLOR

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4
3	5
4	6
5	7
6	8, 9, 10, 11
7	12
8	13
9	14
10	15

ANSWER KEY

1. b
2. d
3. c
4. d
5. b
6. a
7. c
8. a
9. a
10. b
11. c
12. d
13. d
14. c
15. a

OBJECTIVES 11-12

Refer to answers to Assignment Sheets 1 and 2.

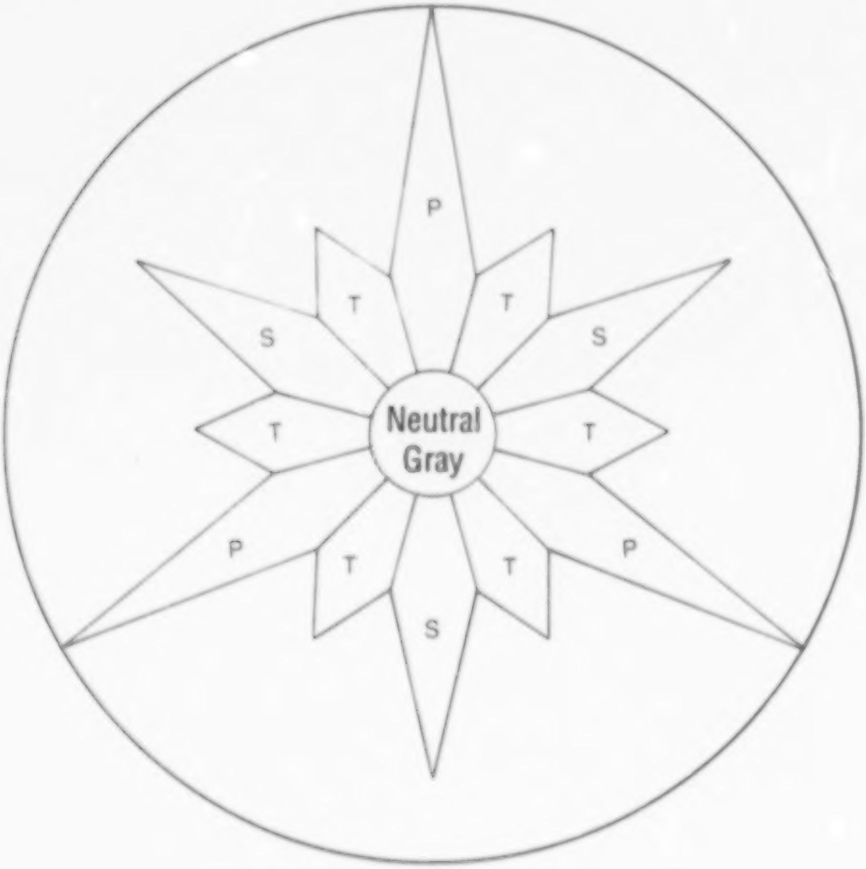
OBJECTIVE 13

Refer to Practical Test for Job Sheet 1.

IDENTIFYING BASIC PRINCIPLES OF COLOR

Paint the Color Wheel by mixing the secondary, intermediate, and neutral gray colors using the primary colors. Be sure to place correct complementary colors across from each other.

P = Primary
S = Secondary
T = Tertiary



May be photocopied for student use.

PRETEST

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

NAME ______________________________ SCORE_______

DIRECTIONS

Circle the correct answers below.

1. That which makes things visible:

a. Color	c. Ray
b. Light	d. Rainbow

2. Visual observation of the light rays reflected by a substance:

a. Ray	c. Substance
b. Spectrum	d. Color

3. A beam of light:

a. Spectrum	c. Ray
b. Tone	d. Color

4. Colors of the visible spectrum in sequence:

   a. Indigo, green, yellow, red, orange, blue, and violet

   b. Green, yellow, blue, purple, red, whitE and brown

   c. Brown, white, black, orange, yellow, indigo, and blue

   d. Red, orange, yellow, green, blue, indigo, and violet

5. The warm colors of the visible spectrum:

   a. Green, yellow, blue

   b. Red, orange, yellow

   c. Blue, black, brown

   d. Black, brown, gray

May be photocopied for student use.

6. The neutral color of the visible spectrum:

a. Green	c. Black
b. Gray	d. Brown

7. The cool colors of the visible spectrum:

   a. Red, orange, yellow

   b. White, blue, indigo

   c. Blue, indigo, violet

   d. Black, gray, brown

8. The name of a color:

a. Hue	c. Tone
b. Shade	d. Reflection

9. Color formed by mixing two primary colors in equal parts:

   a. Secondary color

   b. Tertiary color

   c. Shadow color

   d. Tonal color

10. The three basic colors that all others are derived from:

   a. Complimentary colors

   b. Primary colors

   c. Secondary colors

   d. Tertiary colors

11. Absorption of all the colors in the visible spectrum:

a. Brown	c. Black
b. White	d. Gray

May be photocopied for student use.

12. Primary colors:

   a. Indigo, violet, blue

   b. Yellow, red, orange

   c. Red, white, blue

   d. Blue, red, yellow

13. One of the secondary colors and its formula:

   a. Red and blue = violet

   b. Blue and green = blue-green

   c. Red and orange = red-orange

   d. Red and yellow = orange

14. One of the tertiary colors and its formula:

   a. Red and blue = violet

   b. Yellow and blue = green

   c. Yellow and green = yellow-green

   d. Red and yellow = orange

15. One complementary color of the color wheel:

   a. Red and green

   b. Red and orange

   c. Blue and green

   d. Red and blue

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 11 **Complete color crossword puzzle.** SCORE ____

OBJECTIVE 12 **Analyze case studies.** SCORE ____

OBJECTIVE 13 **Draping for color analysis.** RATING ____

May be photocopied for student use.

INFORMATION SHEET

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

OBJECTIVE 1

Match terms associated with the visible spectrum of color to their correct definitions.

- **Color**—visual observation of the light rays reflected by a substance
- **Light**—that which makes things visible
- **Ray**—a beam of light
- **Sunlight**—natural white light; the visible part of the solar spectrum
- **Visible spectrum**—sunlight composed of red, orange, yellow, green, blue, indigo, and violet reflects pure white light

OBJECTIVE 2

List the colors of the visible spectrum in sequence.

1. Red
2. Orange
3. Yellow
4. Green
5. Blue
6. Indigo
7. Violet

OBJECTIVE 3

List the warm colors of the visible spectrum.

1. Red
2. Orange
3. Yellow

OBJECTIVE 4

Select from a list the neutral color of the visible spectrum.

- Green

OBJECTIVE 5 **List the cool colors of the visible spectrum.**

1. Blue
2. Indigo
3. Violet

OBJECTIVE 6 **Match terms associated with the color wheel to their correct definitions.**

- **Black**—absorption of all the colors in the visible spectrum
- **Complementary colors**—colors directly opposite each other on the color wheel. These two colors will neutralize each other.
- **Depth of color**—the relative lightness or darkness of a color
- **Highlight**—to center attention on by making it stand out; add white to lighten the color for highlighting
- **Hue**—name of the color

  EXAMPLE: Red is a hue.
- **Neutral brown**—three primary colors mixed in equal parts
- **Primary colors**—the three basic colors that all others are derived from
- **Shade**—pigment content

  EXAMPLE: Neutral, ash, warm
- **Shadow**—to take away attention by making it recede; add black for depth to shadow
- **Secondary color**—color formed by mixing two primary colors in equal parts
- **Tertiary colors**—colors formed by mixing equal parts of a primary color with an adjacent secondary color; intermediate is another name for tertiary colors.
- **Tonal value**—whether a color is warm or cool
- **Tone**—depth of color pigment
- **White**—reflection of all the colors in the visible spectrum

OBJECTIVE 7 **List the primary colors.**

1. Blue
2. Red
3. Yellow

OBJECTIVE 8 **List the secondary colors and their formulas.**

1. Red + Blue = Violet
2. Yellow + Blue = Green
3. Red + Yellow = Orange

OBJECTIVE 9 **List the tertiary colors and their formulas.**

1. Red + Orange = Red-Orange
2. Red + Violet = Red- Violet
3. Blue + Violet = Blue-Violet
4. Blue + Green = Blue-Green
5. Yellow + Green = Yellow-Green
6. Yellow + Orange = Yellow-Orange

OBJECTIVE 10 **Name the complementary colors of the color wheel.**
Complementary colors neutralize each other.

EXAMPLE: Some make-up companies carry a blemish concealer in a green shade which, when applied to a red blemish, will neutralize its color or conceal it.

1. Red and green
2. Yellow and violet
3. Blue and orange
4. Yellow-orange and blue-violet
5. Yellow-green and red-violet
6. Blue-green and red-orange

COLOR ANALYSIS
LIGHTING AND PREPARATION

- **Artificial light**—man-made incandescent and florescent lighting
- **Fluorescent bulb**—artificial lighting producing a blue-white light; gives skin a cool appearance
- **Fluorescent tube**—artificial light available in either cool, warm, or neutral (full visible spectrum) white light; neutral incandescent tubes are best for lighting a room in which color analysis is performed
- **Incandescent bulb**—artificial lighting producing a yellow-white light; gives skin a warm appearance

The steps of draping a client for color analysis:

1. Have the room, equipment, and supplies ready before the client arrives.
2. Greet the client. This includes consultation and removal of earrings and necklaces.
3. Drape the client in white. Colors seen from jewelry, hair, and clothing can cause an inaccurate analysis. Therefore, place the hair under a white towel and secure with a T-pin. Client may wish to remove outer clothing and wear a white gown or cover the clothing with a white sheet.
4. Cleanse the face if client is wearing cosmetics.

COLOR ANALYSIS

Color analysis has become very popular in recent years. By analyzing a client's eye, skin, and hair color, the cosmetologist helps the client to be successful in choosing the most attractive makeup, hair color, and clothing.

The analysis is usually done when the client is wearing no makeup. Pieces of fabric in various colors are draped under the chin and over the shoulders. This helps to narrow the color choices to warm or cool colors. Warm colors include reds, oranges, and yellows. Cool colors include blues, indigo, and violet.

If hair is colored, the original hair color should be analyzed. Hair color will also contain either cool (blue) or warm (golden) highlights.

The client's hair, skin, and eye color will be consistent. All three features will usually be warm or cool. Because of this, makeup, hair color, and clothing can all be selected within the warm or cool range. Knowing the principles of color analysis will help the cosmetologist better serve his or her clients.

It is important to know that different colors such as red (warm) or blue (cool) can switch tones. There are many different shades of red including bluish red. Just because a client is analyzed as having cool skin and hair tones, he or she is not limited to just pure blue, indigo, or violet. By mixing colors in the right proportions, a cool color may become warm and a warm color may become cool.

COLOR THEORY RELATING TO HAIR COLORING

Knowledge of the principles of color is necessary when applying new color treatment and, also, when correcting color problems.

Primary Colors, red, yellow, and blue, each have special characteristics which serve well in hair coloring.

EXAMPLES: Red gives hair a warm, rich glow.

Yellow makes hair color lighter and brighter.

Blue adds depth and dark tones to hair.

Secondary Colors (as listed in Objective 8) formed by combining two primary colors.

EXAMPLES: Yellow and Red = Orange

Yellow and Blue = Green

Blue and Red = Violet

Tertiary Colors, formed by mixing a primary color and its adjacent secondary color, are used in mixing toners.

Complementary Colors are opposite each other on the color wheel. When complementary colors are mixed together, the result is a shade of brown.

EXAMPLES: When blue and orange are placed together, they accent each other. When they are mixed together, they become a shade of brown.

Black is a mixture of primary colors being evenly combined. The concentration of color refers to the amount of black included in it. Colors with a small amount of black, lighten or lift hair color. Colors with heavy concentration of black darken hair color.

To neutralize hair color, the complementary color is applied. This is done by identifying the predominant color, consulting the color wheel, and applying the opposite or complementary color to the hair.

EXAMPLE: For hair containing red highlights, a color containing green will neutralize the color.

Hair color may be divided into "warm" and "cool."

Cool colors are blue, violet, and green. Warm colors are red, orange, and yellow.

—Cool colors subtract warmth from hair color.

—Blue neutralizes warm, golden highlights.

—Green neutralizes reddish highlights.

Warm pigments are used to create highlights.

—Yellow gives soft, golden highlights.

—Orange creates strong, golden highlights.

—Red creates highlights ranging from strawberry blond to beige.

COLOR THEORY AND MAKEUP

In selecting makeup for a client, the cosmetologist will use knowledge of the theory of color. Makeup, just as hair color, follows fashion trends. The cosmetologist must constantly be aware of such trends.

The purpose of makeup is to enhance the client's natural color of skin, eyes, and hair and to coordinate these with the client's choice of wardrobe.

Hair color must harmonize with makeup because it frames the face.

The cosmetologist must consider the undertones of the skin when choosing the makeup color.

EXAMPLES:

—A pale blond may have pink and white or ice-blue undertones.

—A redhead may have a ruddy or orange-gold complexion.

—A client with black hair may have an olive complexion which is parchment pale or dark.

When choosing the color of makeup foundation and powder, the following guidelines will be helpful:

—For most skin tones, including fair, medium,and dark, makeup should match skin color.

—For a reddish complexion, beige foundation and powder will neutralize the red.

—If skin is pale or sallow, makeup, foundation, and powder should be rosy.

—Face powder can be translucent and colorless, blending with all colors of foundation.

—Eye color and cheek color must blend with the color of foundation and face powder.

—Cheek color is best when slightly lighter than lip color.

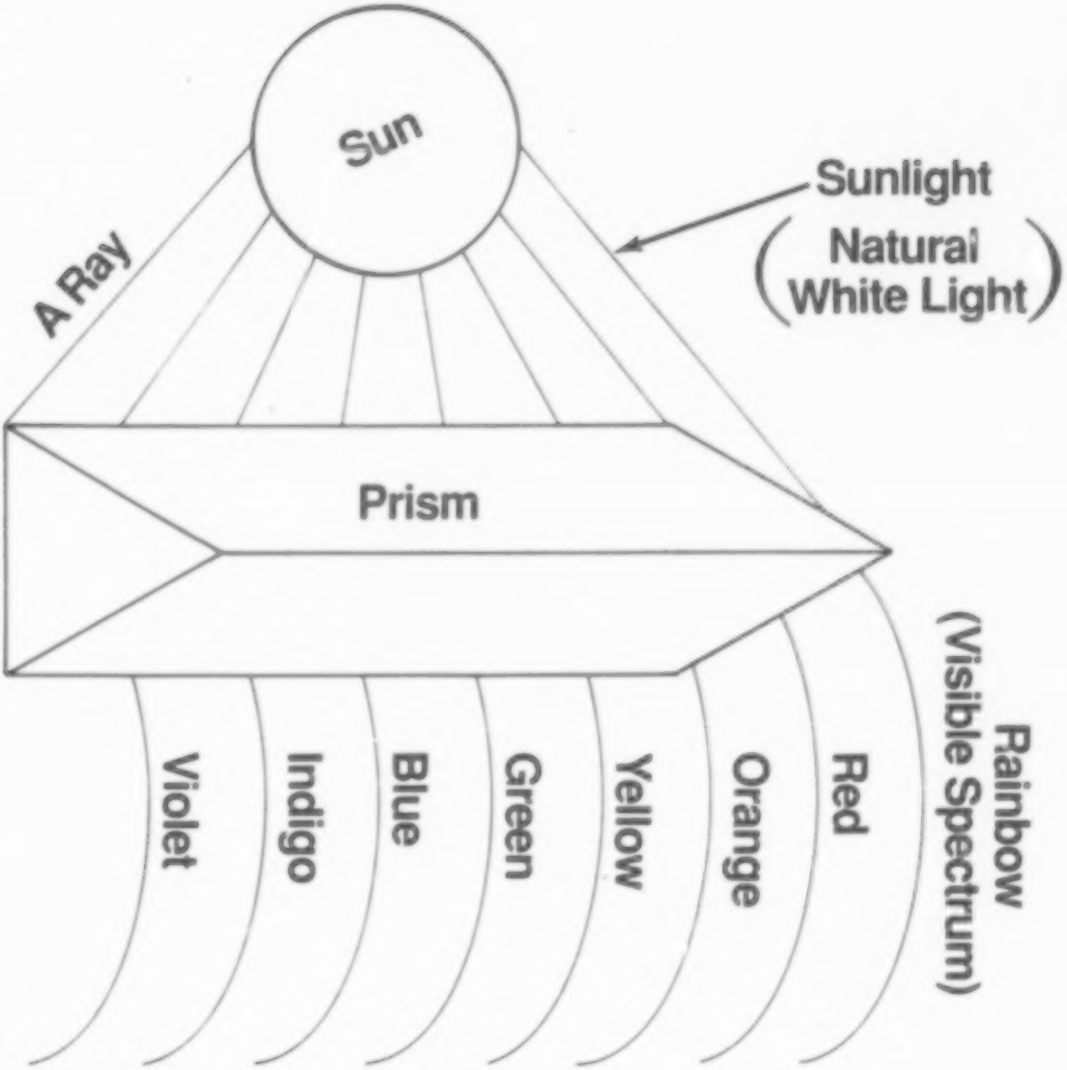
—Lip color comes in basic shades of blue-red, yellow-red, orange-red, and true red.

—Eye shadow color should be chosen from the same color or a lighter shade of the natural eye color.

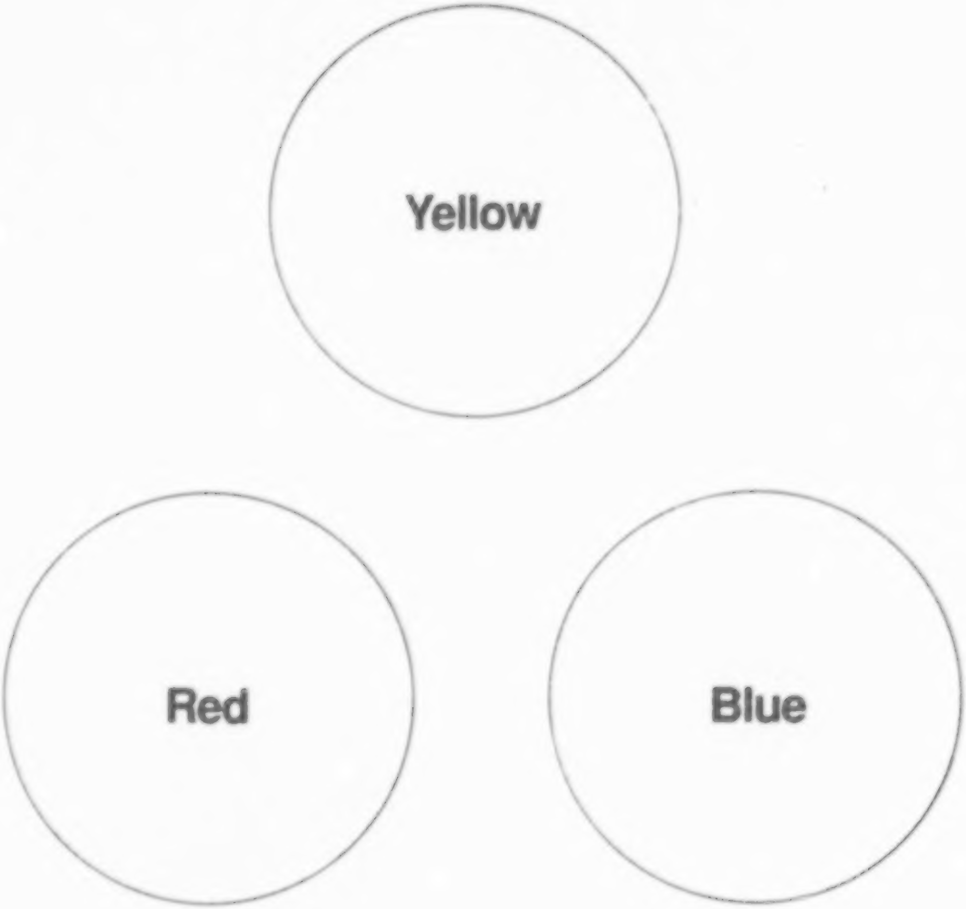
—Eyeliner colors should match mascara color.

—Eyebrow pencil and mascara should match or complement each other.

Prism


Sun
A Ray
Sunlight
(Natural White Light)
Prism
Violet
Indigo
Blue
Green
Yellow
Orange
Red
Rainbow (Visible Spectrum)

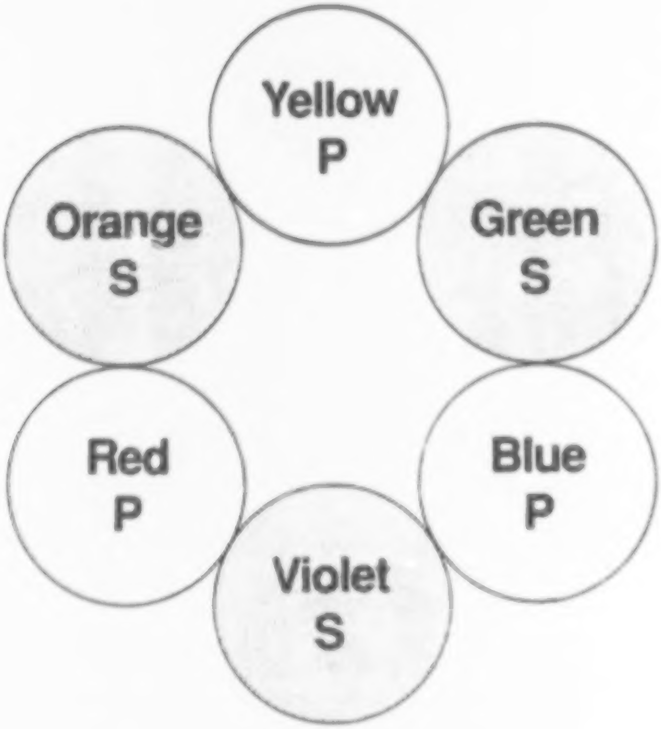
Primary Colors



Color Wheel

(Primary and Secondary)

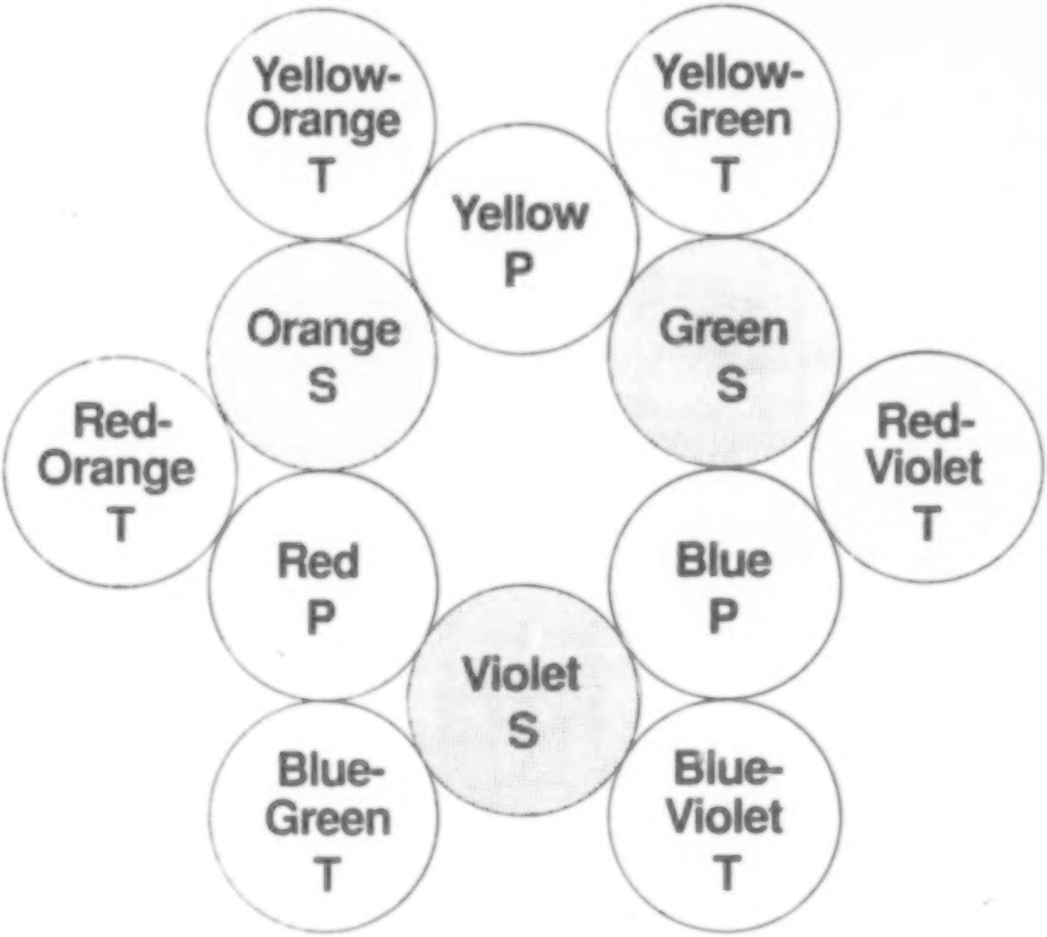
P S



Color Wheel

(Primary, Secondary and Tertiary)

P S T



ASSIGNMENT SHEET 1

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

NAME________________________________ SCORE____________

OBJECTIVE 11

Complete color crossword puzzle.

Reading Comprehension Skills

- Gain factual information

Functional Reading Skills

- Use content area vocabulary

Physical Science Skills

- Investigate form/change of matter

Cognitive Activities Skills

- Transfer knowledge/training to new situation

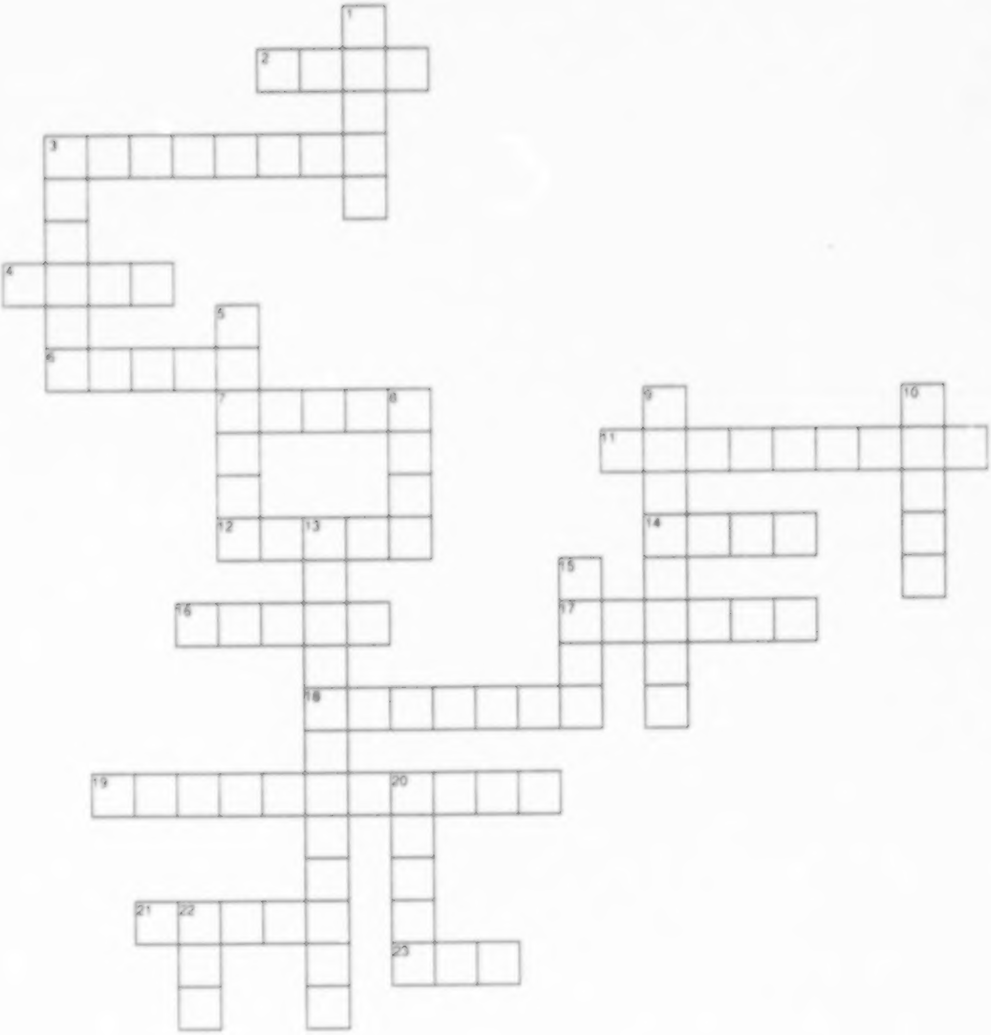
Down

1. Neutralizes red.
3. Neutralizes yellow.
5. Neutralizes violet.
8. The ___ is either warm, cool, or neutral.
9. Equal parts of one primary and its adjacent secondary form ___ colors.
10. Equal parts of all the primary colors produce a form of ___ .
13. Artificial lighting that produces a warm glow can only be purchased in a bulb form.
15. The tonal value of blue is ___ .
20. ___ is a visual observation of the light rays that are reflected by a substance.
22. A word used as the name of the color.

Across

2. Tonal value of yellow.
3. That part of the spectrum that the color can be seen through a prism.
4. Neutralizes orange.
6. There are ___ primary colors.
7. The observation of color is dependent upon ___.
11. ___ colors are made by mixing equal parts of the visible spectrum colors.
12. ___ is made from equal parts of the visible spectrum colors.
14. White is added to a hue to form a pale ___ of the color.
16. Equal parts of all the primary colors produce ___ .
17. Equal parts of red and yellow produce ___ .
18. Color observation should be done under lighting with a ___ tone.
19. Artificial lighting that can be purchased in either cool, warm, or neutral colors.
21. Black is added to a hue to form a darker ___ of the color.
23. Neutralizes green.

COLOR CROSSWORD PUZZLE



ASSIGNMENT SHEET 2

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

NAME______________________________ SCORE__________

OBJECTIVE 15 **Analyze case studies.**

DIRECTIONS Read the following situations (exercises) and answer them by referring to the color wheel.

Exercise 1

Jody has an appointment for a facial and make-up application. Jody has a red blemish. What color should be put over the blemish, before applying the base foundation, to neutralize the blemish?

Answer: ____

____

Exercise 2

Chase has been in the sun and his brown hair has sun bleached to yellow. What color would neutralize the yellow?

Answer: ____

____

Exercise 3

While giving Cathy a manicure, you notice a small blue-green bruise on her hand. She asks if there is anything she can do to cover the bruise. What could you recommend?

Answer: ____

____

Reading Comprehension Skills

- Draw conclusions

General Science

- Investigate/apply technology

Physical Science

- Investigate/apply chemical properties

Cognitive Activities Skills

- Analyze and synthesize information
- Draw conclusions
- Predict results/outcomes
- Transfer knowledge/training to new situation

Exercise 4

Lynn is upset because her frost is orange. What color would neutralize the orange?

Answer: ______________________________

____

Exercise 5

Mary Ann wants a nail polish lighter than the shade you have available. What could you do to lighten the polish?

Answer: ______________________________

____

ASSIGNMENT ANSWERS

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

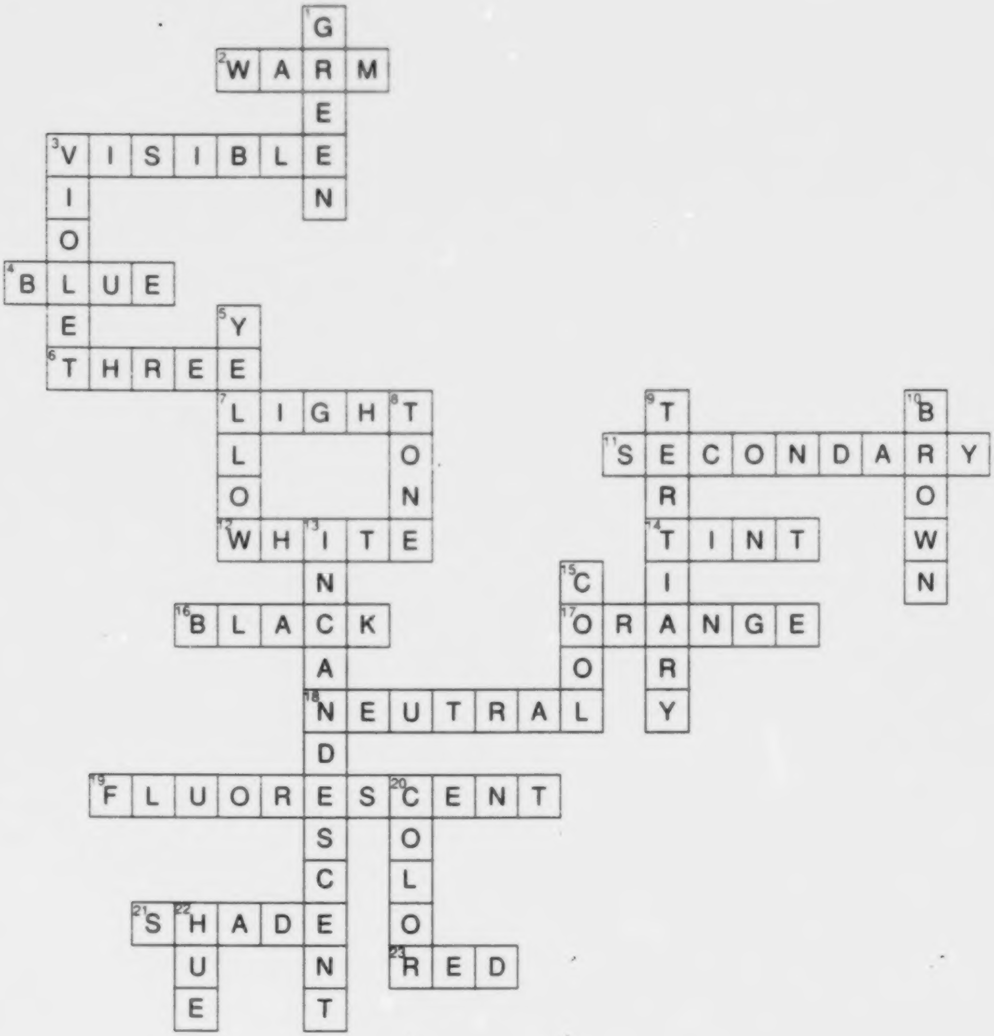
ASSIGNMENT SHEET 1

Down

1. Green
3. Violet
5. Yellow
8. Tone
9. Tertiary
10. Brown
13. Incandescent
15. Cool
20. Color
22. Hue

Across

2. Warm
3. Visible
4. Blue
6. Three
7. Light
11. Secondary
12. White
14. Tint
16. Black
17. Orange
18. Neutral
19. Fluorescent
22. Shade
23. Red


1 GREEN
2 WARM
3 VISIBLE
3 VIOLET
4 BLUE
5 YELLOW
6 THREE
7 LIGHT
8 TONE
9 TERTIARY
10 BROWN
11 SECONDARY
12 WHITE
13 INCANDESCENT
14 TINT
15 COOL
16 BLACK
17 ORANGE
18 NEUTRAL
19 FLUORESCENT
20 COLOR
21 SHADE
22 HUE
23 RED

ASSIGNMENT SHEET 2

1. Green
2. Violet
3. Red-Orange
4. Blue
5. Add white

JOB SHEET 1 *IDENTIFYING BASIC PRINCIPLES OF COLOR* *IX*

OBJECTIVE 13 **Draping for color analysis.**

IMPLEMENTS EQUIPMENT AND SUPPLIES

- White robe or sheet
- White Towel
- T-pin
- Cleansing cream
- Spatula
- Rolled cotton
- Wash cloth
- Safety pin

PROCEDURE

1. Prepare room before client arrives.
2. Wash hands.
3. Greet client.
4. Consult with client.
5. Remove any earrings or necklaces from the face and neck.

   NOTE: Let client remove jewelry and place for safe keeping.

6. Change client into a white robe or drape a white sheet over client's clothing, securing with a safety pin at the neck.
7. Brush hair straight back.
8. Fold the towel on bias.

   NOTE: You will have a triangle shape.

9. Stand behind client.
10. Take the left corner of towel and place at the center of front hairline.

General Relating

- **Investigate/apply communications process models**
- **Interact with clients**

Leadership Influence

- **Obtain confidence of others**

Job Acquisition and Development

- **Master specific job task/procedure**
- **Practice good work habits/attitudes**
- **Develop good personal presentation**
- **Deal effectively with clients**

11. Place the towel around hairline, meeting left corner of towel with the right corner.

12. Hold securely while bringing the middle area up over back of hair to meet other two corners.

13. Secure three corners with a T-pin.

    CAUTION: Hold your hand under the area while securing pin to protect client from being injured.

14. Remove a small amount of cleansing cream from the container with a spatula.

15. Place the cleansing cream on the inner side of the wrist on opposite hand that you normally use.

16. Using fingertips, place some of the cleansing cream on the chin, cheeks, neck, and forehead.

17. Cleanse face with upward and outward movements.

    NOTE: Be careful around eye area. Have client close eyes.

18. Using ring finger, work cleanser from eyelid to under bottom lashes.

19. Starting with the top of the lid work to outside area and work inward under the eye.

20. Remove cleanser with warm, wet washcloth or rolled cotton. Follow the same movements as you used when applying cleanser.

21. Sanitized implements, equipment and hands.

22. Sanitized work area.

23. Have instructor evaluate your work.

JOB SHEET 1

Draping for color analysis.

Student's name ______________________ Date ______________

Evaluator's name ______________________ Attempt no. ______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Prepared room in advance with necessary supplies.	___	___
2. Washed hands.	___	___
3. Had client remove jewelry.	___	___
4. Draped over client's clothing or had client change to robe.	___	___
5. Draped hair properly.	___	___
6. Removed cleanser from container with spatula.	___	___
7. Applied cleanser correctly.	___	___
8. Removed cleanser correctly.	___	___
9. Sanitized implements, equipment and hands.	___	___
10. Sanitized work area.	___	___
Total	___	___

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Performance Evaluation Key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Draping	4 Covered hair and clothing	3 Covered clothing only	2 Covered hair only	1 Unable to drape
Applying Cleanser	4 Followed correct procedure	3 All areas correct except neck	2 All but eye area done correctly	1 Movements were not performed correctly
Removing Cleanser	4 Removed all cleanser properly	3 Removed cleanser but improper movements	2 Proper movements but left some cleanser	1 Unable to perform this task

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 **Skilled** - Can perform job with no additional training

3 **Moderately Skilled** - Has performed job during training program; limited additional training may be required

2 **Limited Skill** - Has performed job during training program; additional training is required to develop skill

1 **Unskilled** - Is familiar with process, but is unable to perform job

WRITTEN TEST

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

NAME______________________________ SCORE__________

OBJECTIVE 1

Match terms associated with the visible spectrum of color to their correct definitions. Write the correct letters in the blanks.

___ 1. Natural white light; the visible part of the solar spectrum

___ 2. That which makes things visible

___ 3. Visual observation of the light rays reflected by a substance

___ 4. Sunlight composed of red, orange,yellow, green, blue, indigo, and violet reflects pure white light

___ 5. A beam of light

a. Color

b. Light

c. Ray

d. Sunlight

e. Visible spectrum

OBJECTIVE 2

List the colors of the visible spectrum in sequence:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

May be photocopied for student use.

OBJECTIVE 3

List the warm colors of the visible spectrum.

1. ______________________________

2. ______________________________

3. ______________________________

OBJECTIVE 4

Select from the following list the neutral color of the visible spectrum. Write an "X" in front of the correct answer.

____ 1. Violet

____ 2. Indigo

____ 3. Yellow

____ 4. Green

____ 5. Blue

OBJECTIVE 5

List the cool colors of the visible spectrum.

1. ______________________________

2. ______________________________

3. ______________________________

OBJECTIVE 6

Match terms associated with the color wheel to their correct definitions. Write the correct letters in the blanks.

____ 1. Adding black to cause it to recede

____ 2. Absorption of all colors in the visible spectrum

____ 3. The three basic colors that all others are derived from

____ 4. Whether a color is warm or cool

____ 5. Three primary colors mixed in equal parts

a. Black

b. Brown

c. Complementary color

d. Color wheel

e. Daylight

f. Depth of color

g. Fluorescent

h. Formula

May be photocopied for student use.

____ 6. Pigment content

____ 7. To center attention on by making it stand out; use lighter colors

____ 8. Reflection of all the colors in the visible spectrum

____ 9. Three primary colors mixed in unequal parts

____ 10. Colors formed by mixing a primary color with its adjacent secondary color; known, also, as intermediate color

____ 11. Colors directly opposite each other on the color wheel

____ 12. The relative lightness or darkness of a color

____ 13. Color formed by mixing two primary colors in equal parts

____ 14. Depth of color pigment

____ 15. Name of the color

i. Highlight
j. Hue
k. Neutral brown
l. Primary colors
m. Secondary colors
n. Shade
o. Shadow
p. Solar
q. Spectrum
r. Tertiary
s. Tonal value
t. Tone
u. White

OBJECTIVE 7 List the primary colors.

____

____

____

May be photocopied for student use.

OBJECTIVE 8 List the secondary colors and their formulas.

________ + ________ = ________

________ + ________ = ________

________ + ________ = ________

OBJECTIVE 9 List the tertiary colors and their formulas.

________ + ________ = ________

________ + ________ = ________

________ + ________ = ________

________ + ________ = ________

________ + ________ = ________

________ + ________ = ________

OBJECTIVE 10 **Name the complementary colors of the color wheel.** Write the correct answer in the blank.

1. ________ neutralizes red
2. ________ neutralizes yellow
3. ________ neutralizes blue
4. ________ neutralizes yellow-orange
5. ________ neutralizes yellow-green
6. ________ neutralizes red-orange

NOTICE The following Assignment Sheets and Job Sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 11 **Complete color crossword puzzle.** SCORE ____

OBJECTIVE 12 **Analyze case studies.** SCORE ____

OBJECTIVE 13 **Draping for color analysis.** RATING ____

May be photocopied for student use.

WRITTEN TEST ANSWERS

IDENTIFYING BASIC PRINCIPLES OF COLOR

IX

OBJECTIVE 1

1. d
2. b
3. a
4. e
5. c

OBJECTIVE 2

1. Red
2. Orange
3. Yellow
4. Green
5. Blue
6. Indigo
7. Violet

OBJECTIVE 3

1. Red
2. Orange
3. Yellow

OBJECTIVE 4

1. Green

OBJECTIVE 5

1. Blue
2. Indigo
3. Violet

OBJECTIVE 6

1. o
2. a
3. l
4. s
5. k
6. n
7. i
8. u
9. b
10. r
11. c
12. f
13. m
14. t
15. j

OBJECTIVE 7

red, yellow, blue

OBJECTIVE 8

Red + Orange = Yellow

Yellow + Blue = Green

Red + Blue = Violet

OBJECTIVE 9

Yellow + Orange = Yellow-Orange

Yellow + Green = Yellow-Green

Blue + Green = Blue-Green

Blue + Violet = Blue-Violet

Red + Violet = Red-Violet

Red + Orange = Red-Orange

OBJECTIVE 10

1. Green
2. Violet
3. Orange
4. Blue-violet
5. Red-violet
6. Blue-green

OBJECTIVES 11-12

Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE 13

Refer to Practical Test for Job Sheet 1.

OBJECTIVE SHEET

DEVELOPING RECEPTIONIST SKILLS

X

INTRODUCTION

As a future employee of a salon, it is very important that cosmetologists are knowledgeable of the basic receptionist skills needed for a successful salon operation. Even though you may not be the designated receptionist, there will be occasions when everyone in the salon will assume the receptionist role. The receptionist is the first person to greet a client as he or she enters the salon or calls on the telephone. Therefore, it is imperative that all cosmetologists possess basic receptionist skills.

UNIT OBJECTIVE

After completing this unit, the student should be able to demonstrate the ability to use basic receptionist skills. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with receptionist skills to their correct definitions.
2. Define communication and human relation skills required in a salon.
3. Choose from a list of items those procedures followed during a telephone conversation in a salon.
4. Describe the use of an appointment book.
5. Describe the procedure for operating a ten-key machine.
6. List the procedure to follow when verifying a charge card or check.
7. List the procedure for balancing the amount of cash in the register with that on the receipts.
8. Complete a sales slip with the information obtained from a client. (Assignment Sheet 1)
9. Calculate the amount of change a client is to receive upon completion of a sale. (Assignment Sheet 2)

SUGGESTED ACTIVITIES

DEVELOPING RECEPTIONIST SKILLS X

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes, and other media.
- Invite guest speakers.
  - Invite a skilled receptionist from a local salon to speak about receptionist skills.
  - Invite an accountant or bank representative to discuss money and balancing procedures.
  - Invite a telephone company representative to speak about proper phone techniques.
  - Invite an executive secretary from a local business to speak about human relations.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Role play an actual client/receptionist situation. Have students from another class come in to ask for an appointment or product.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Invite a skilled receptionist from a local salon to speak about receptionist skills.
- Show video *How To Deal With All Kinds Of Customers.*

Objective 2

- Show video *Cooling The Hot Customer.*
- Show video *Communications: The Process Nursing*.
- Tell students how important effective communication and human relation skills are when working in a salon.
- Invite an executive secretary from a local business to speak about human relations.

Objective 3

- Show video *More Telephone Communications Skills.*
- Show video *Telephone Communications Skills.*
- Role play telephone conversations that may arise in a salon.
- Allow students to answer classroom telephones and take appointments.
- Invite a telephone company representative to speak about proper phone techniques.

Objective 4

- Show Transparency Masters 1 - 3, *Appointment Book Samples,* and explain the differences.
- Show students an appointment book and its proper use.
- Allow students to work in the reception area and take appointments.
- Make a transparency of an appointment book sample page used by your school system and show to the class.
- Show video *Well, Excuse Me!*

Objective 5

- Demonstrate proper use of a ten-key machine.
- Have students practice the ten-key touch method on the ten-key machine.
- Allow students to add a business day receipts on the ten-key machine.

Objective 6

- Invite an accountant to discuss record keeping and balancing procedures.
- Show video *Spotting Common Check Fraud.*

Objective 7

- Invite a bank representative to discuss deposits, bank procedures and balancing procedures.

APPLICATION

Objective 8

- Use Assignment Sheet 1 to give students practice in filling out sales slips.
- Show procedure for filling out a sales slip.
- Allow students to fill out sales slips for their clients.

Objective 9

- Use Assignment Sheet 2 to give students practice in giving back change.
- Allow students to count out customer's change.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Communications: The Process Nursing,* VHS, Color 25:11, 1986.
- *Cooling The Hot Customer*, VHS, Color, 20 minutes, 1988.
- *How To Deal With All Kinds Of Customers*, VHS, Color, 30 minutes, 1983.
- *More Telephone Communication Skills*, VHS, Color, 20 minutes, 1988.
- *Spotting Common Check Fraud*, VHS, Color, 20 minutes, 1989.
- *Telephone Communication Skills*, VHS, Color, 34 minutes, 1982.
- *Well, Excuse Me!*, VHS, Color, 20 minutes, 1989.

NOTE: These videos are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these videos from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may check with BankTraining Video System, P.O. Box 10390, Des Moines, IA 50306 for a catalog of available videos and films.

UNIT REFERENCES

- Eckersley-Johnson. *Webster's Secretarial Handbook*, Second Edition, Merriam--Webster, Inc., 1989.
- Franco, Moore, and Oakley. *The World of Cosmetology: A* Professional Test. Gregg Division, McGraw-Hill Book Co. Inc., Princeton Road, Hightstown, New Jersey 08520, 1989.
- Morris, Kenneth. "Ring, Ring, Telephone, Ring," *National Beauty School Journal*. 3839 White Plains Road, Bronx, New York (1-467-5394), March, 1989.
- Pasewark, William. Electronic-Display *Print Calculator*. Southwestern Publishing Company, 1987.

PRETEST ANSWERS

DEVELOPING RECEPTIONIST SKILLS

X

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2	11, 12, 13
3	14, 15
4	16,17,18
5	19, 20, 21, 22
6	23, 24, 25
7	26, 27

ANSWER KEY

Part I

1. a
2. i
3. h
4. d
5. b
6. c
7. e
8. j
9. f
10. g

Part II

11. a
12. c
13. c
14. b
15. c
16. d
17. d
18. a
19. c
20. b
21. d
22. a
23. a
24. d
25. c
26. a
27. b

OBJECTIVES 8-9

Refer to answers to Assignment Sheets 1 and 2.

PRETEST

DEVELOPING RECEPTIONIST SKILLS

X

NAME____________________________________ SCORE______________

Part I

DIRECTIONS Write the letter of the correct answer in the blank to the left.

____ 1. Written document stating items received

____ 2. Speaking, writing, or body gestures

____ 3. Prints out all mathematics programmed in

____ 4. Money used for change at the start of the business day

____ 5. Client's purchases

____ 6. Discussion between people

____ 7. Cash drawer used for business transactions

____ 8. A receipt of services or items purchased

____ 9. Type of electronic display printing calculator

____ 10. Plastic card with identification number

a. Receipt

b. Sale

c. Conversation

d. Petty cash

e. Cash register

f. Ten-key machine

g. Charge card

h. Electronic display-printing calculator

i. Communication

j. Sales slip

May be photocopied for student use.

Part II

Circle the letter of the correct answer.

11. The receptionist is the first person a client comes in contact with in the salon. The receptionist should greet the client by saying:

    a. Hello, how may I help you?

    b. What do you need?

    c. What is it like outside today?

    d. None of the above

12. A receptionist should:

    a. Talk about the clients only when they have gone

    b. Be helpful only to the employer

    c. Be loyal and pleasant to clients, fellow employees, and the employer

    d. Serve only the clients paying with cash

13. An example of proper communication skills would be:

    a. Interrupting a client to get important information

    b. Calling a client by his/her nickname

    c. Greeting a client by his/her title and last name

    d. Using hand gestures if you are on the telephone

14. A salon's business telephone is to be used for:

    a. Gossiping with clients

    b. Making or breaking appointments

    c. Personal telephone calls

    d. All of the above

May be photocopied for student use.

15. A client will feel welcome in a salon where the telephone is answered:

    a. After it has rung five times

    b. By a person without proper information

    c. Quickly and pleasantly

    d. Quickly by an irritated receptionist

16. An appointment book serves as a:

    a. Price list for services offered

    b. Scratch pad for messages

    c. List of clients and their telephone numbers

    d. Record of the business day

17. Cosmetologists are listed in the appointment book in order to:

    a. Know who is working that day

    b. Schedule appointments for each working cosmetologist

    c. Book appointments

    d. All of the above

18. The appointment book enables the receptionist to be more:

    a. Efficient in scheduling appointments

    b. Relaxed scheduling appointments

    c. Haphazard when scheduling appointments

    d. Reluctant about scheduling appointments.

19. Keys 4, 5, and 6 on a ten-key machine are called:

    a. Top row

    b. Bottom row

    c. Home row

    d. Left keys

May be photocopied for student use.

20. Keys 3, 6, and 9 are operated by:

   a. Index finger

   b. Ring finger

   c. Middle finger

   d. Thumb

21. Keys 1, 4, and 7 are operated by:

   a. Middle finger

   b. Ring finger

   c. Thumb

   d. Index finger

22. Proper operating techniques for the ten-key machine:

   a. Requires practice

   b. Replaces communication skills

   c. Complicates the receptionist's job

   d. Varies each week

23. A charge card slip should include the following information when complete:

   a. Client's signature, telephone number, services, cost, and total

   b. Services rendered, cost, and total

   c. Charge card and store imprint only

   d. Client's signature and card expiration date

May be photocopied for student use.

24. A client writes a check for payment of services. The receptionist should ask to see:

a. Proof of employment

b. The last bank statement

c. A library card and one other form of identification

d. A driver's license and a charge card

25. If the salon requires a charge card for verification on a check, the receptionist should copy down:

a. The charge card number

b. All information imprinted on the card

c. The charge card name, number, and expiration date

d. None of the above

26. Once the cash register has been balanced the amount left over should:

a. Match the petty cash figure

b. Be given to the employe as a profit

c. Be laid aside; something must be wrong

d. Be added on the end of the business day receipts

27. The amount of bills, coins, checks, and charges is to be recorded on:

a. A scrap of paper

b. A balance sheet

c. The ten-key machine print out

d. Sales slip

NOTICE In addition to the pretest items the student will be required to demonstrate mastery of the following objectives:

OBJECTIVE 8 **Complete a sales slip with the information obtained from a customer.** SCORE _____

OBJECTIVE 9 **Calculate the amount of change a customer is to receive upon completion of a sale.** SCORE _____

May be photocopied for student use.

INFORMATION SHEET — DEVELOPING RECEPTIONIST SKILLS — X

OBJECTIVE 1

Match terms associated with receptionist skills to their correct definitions.

- **Cash register**—machine with a cash drawer used for business transactions that deal with cash, checks, or charge card receipts
- **Charge card**—plastic card with an identification number that allows a person to charge a service or item and pay at a later date
- **Communication**—exchange of information by means of speaking, writing, or body gestures
- **Conversation**—discussion between two or more people
- **Electronic display/printing calculator**—calculator showing the mathematics programmed on an electronic display screen and having the capacity to print out all work
- **Ethics**—moral standards or conduct
- **Petty cash**—small amount of money used for change during a sale at the start of a business day

  NOTE: The amount of money used for petty cash will depend on the type of business.
- **Receipt**—written document stating what money or items have been received by an establishment or a customer
- **Sale**—items and services purchased by a customer
- **Sales slip**—handwritten or machine-produced receipt showing the items and services received, the cost of each and the sales tax charged
- **Ten-key machine**—type of electronic display/printing calculator that requires use of a technique called ten-key touch

OBJECTIVE 2

Define communication and human relation skills required in a salon.

During your time in cosmetology school and upon entering the field you will have a need for good communication and human relation skills. The entire work day for a cosmetologist revolves around people. The success of your job will depend on how well you communicate and relate to your manager, other cosmetologists, and, most of all your, clients.

- The receptionist is the first person with whom the client comes in contact. A good receptionist will greet the client, by title and last name. Example: "Hello, Mrs. Jones, how may I help you today?" It is also the receptionist's job to notify the cosmetologist of an incoming client and to make sure the client is comfortable if there is going to be a wait. Clients should always be served politely and tactfully.

- Good human relation skills are essential for a receptionist. As a receptionist, you will greet clients, finalize sales and take instructions from your employer. You are in the middle of all salon activities. The receptionist must remain alert, pleasant, loyal, and flexible in order to keep the salon running smoothly. A receptionist with these characteristics is most desirable. The salon receptionist sets the atmosphere for the client. If the client is not satisfied with the way he or she has been treated, the salon may lose business.

As a receptionist, not only will you serve the client, but also the cosmetologists and the manager. Your ability to understand and respond to their needs is essential. Be loyal to them and work to create a well-balanced atmosphere for the salon.

OBJECTIVE 3

Choose from a list of items those procedures followed during a telephone conversation in a salon.

In a salon much of the business is handled by telephone. A client may call to make or break an appointment, or the receptionist may call to cancel an appointment on behalf of the cosmetologist. In either situation, the client should hear a pleasant, positive sounding voice. When the telephone rings in the salon, the receptionist should answer it on the first ring if possible and no later than the second ring. Speak clearly into the telephone when you answer.

PROCEDURE USED DURING A TELEPHONE CONVERSATION

- Answer the telephone immediately and state the salon name, your name, and ask how you may help.

  NOTE: Before answering the phone, smile and sit up straight. This will give you a more pleasant attitude when talking to a client.

- Do not interrupt the caller during his or her reply.

- If the caller wants to make an appointment, ask what time and day is best and try to work the appointment in at the client's convenience.
- If it is not possible to work the client in at that time or day, be positive and work toward a alternate, suitable appointment.
- Avoid gossiping with a client on the telephone. If the client starts to tell gossip, politely change to another subject.
- When calling to cancel an appointment, try to do so as soon in advance as possible. Be courteous to the client and work to set up a new appointment.
- When ending the conversation, restate the day and time of the appointment and thank the caller.
- Thank the caller for notifying you if he or she must cancel an appointment.
- Gently place the receiver on its base when the conversation is finished.

OBJECTIVE 4 **Describe the use of an appointment book.** (Transparency Masters 1 through 3)

- Proper use of the appointment book is critical to a salon and its cosmetologists. This is where all clients' appointments are scheduled by day, time, and service to be rendered. Appointment books will vary in size, shape, and set-up, but the function is the same--to keep a neat, accurate record of the business day.
- The appointment book will have a place in which to put the date and list each cosmetologist for the day. Appointment books are most often set-up with 15 minute or 30 minute time blocks starting at 8 a.m. and stopping at 6 p.m. Some appointment books are just blocked and do not list the hours of the day.
- When a client calls to make an appointment, the receptionist will locate the day, time, and if requested, the cosmetologist with whom the client has chosen. If it is possible to schedule the client at that time, the receptionist will write in the client's name, telephone number, and service requested. A good receptionist will keep a list of services offered and the approximate amount of time needed to complete each service by the appointment book. This knowledge enables the receptionist to be more efficient.

EXAMPLE: At the top of the appointment book page, list all the cosmetologists available for that day. As clients call in, the receptionist should start with the first cosmetologist listed and book the appointment. The receptionist then should mark out the amount of time it will take that cosmetologist to do the service or services. The next client who calls in should be booked with the next cosmetologist and this is to continue on a rotation basis throughout the day.

Exceptions in this system are made when a client requests a particular cosmetologist or the next cosmetologist is with a client. Requests are to be honored if possible. If the next cosmetologist to be assigned a client is already busy, go to the next available cosmetologist. This system spreads the clients out evenly and fairly.

OBJECTIVE 5 **Describe the procedure for operating a ten-key machine.**

Ten-key machines or electronic display-printing calculators are beneficial to receptionists. Proper use of the ten-key machine makes balancing a cash register and receipts easier, more accurate, and less time consuming.

A ten-key machine will usually need to be plugged into an electric outlet, although some work on battery power. When the unit is plugged in locate the on/off switch and turn it to the ON position.

Ten-key machines will vary according to make and model. Some will be large, others small, and the amount of work the machine can produce may also differ greatly. All ten-key machines will require the use of the ten-key touch. The number keys are arranged by rows of three: bottom row, numbers 1, 2, and 3; middle row, numbers 4, 5, and 6; and the top row, numbers 7, 8, and 9. The keys 4, 5, and 6 are called the home row keys. Always start out on the home row keys. Your index finger operates keys 1, 4, and 7, the middle finger operates keys 2, 5, and 8, and the ring finger operates keys 3, 6, and 9. All the keys on the right of the machine are operated by the little finger and all the keys on the left of the machine are operated by the thumb.

Practice is required in order to use the ten-key touch method accurately. Once it is mastered the receptionist will be able to balance the cash register and receipts quickly and efficiently. Also, because ten-key machines are printing calculators, the printed tape verifies the work on the balance sheet and allows errors, if any, to be found and corrected.

OBJECTIVE 6 **List the procedure to follow when verifying a charge card or check.**

More people today are using charge cards or checks for payment of purchases. The reasons differ from person to person. Some want a record of their payment, others want to delay their payment, and still others just like the convenience. In all cases it is important to know how to guarantee payment on a check or obtain approval on a charge card.

VERIFYING A CHARGE CARD

- A charge card has an expiration date imprinted on it; be sure the card has not expired.
- Most salons have a charge card imprinter that will transfer the card information onto a charge card slip. Place the charge card and charge slip in the imprinter and run the slide bar across it to transfer the information.
- Check the charge card slip for all information.
- Fill in the services and products purchased and the cost of each, add the sales tax, if applicable, and total.
- Have the customer sign the charge slip and include their phone number.
- Give the client the customer copy and put the store and bank copy in the cash register.

  NOTE: Give the client the carbons or tear them up and throw them away.

VERIFYING A CHECK

- When a check is written, the receptionist needs to make sure all information is filled in correctly.
- Verify the address and telephone number imprinted on the check.
- Obtain the client's driver's license and copy the number, expiration date, and birth date.
- Some salons require a charge card number to be written in addition to the driver's license. If so, copy the charge card name, identification number, and the expiration date.

  NOTE: There are many check verifying companies available that guarantee a client's check automatically. Example: Telecheck and Check Rite. If the salon you work for utilizes one of these systems the procedure will need to be taught to you.

OBJECTIVE 7 **List the procedure for balancing the amount of cash in the register with that on the receipts.**

- Each business day the money collected will need to be balanced with the receipts. The salon owner can see what profits were earned that day by looking at the balance sheet. Extreme care must be taken when filling out the balance sheet to ensure accuracy.

- Start the balancing process with the money in the cash register. On the ten-key machine add up the bills from largest to the smallest and then the coins from largest to smallest. Add the checks together and the charge card slips. Total the four amounts.

- The actual business day receipts will need to be added next. Subtract the amount of money on the receipts from the amount in the cash register. The total left-over should match the petty cash figure when the miscellaneous receipts have been added.

NOTE: The salon owner at your place of employment will let you know the procedure used at that business. The balance sheet will differ for each salon, and the owner will need to explain how to fill it out.

Appointment Book

(Sample Page)

Date ______ Op ______	Time	Date ______ Op ______	Date ______ Op ______	Time	Date ______ Op ______
	00 8 00			00 8 00	
	15 15			15 15	
	30 30			30 30	
	45 A.M. 45			45 A.M. 45	
	00 9 00			00 9 00	
	15 15			15 15	
	30 30			30 30	
	45 A.M. 45			45 A.M. 45	
	00 10 00			00 10 00	
	15 15			15 15	
	30 30			30 30	
	45 A.M. 45			45 A.M. 45	
	00 11 00			00 11 00	
	15 15			15 15	
	30 30			30 30	
	45 A.M. 45			45 A.M. 45	
	00 12 00			00 12 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	
	00 1 00			00 1 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	
	00 2 00			00 2 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	
	00 3 00			00 3 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	
	00 4 00			00 4 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	
	00 5 00			00 5 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	
	00 6 00			00 6 00	
	15 15			15 15	
	30 30			30 30	
	45 P.M. 45			45 P.M. 45	

TRANSPARENCY MASTER 1 - Cosmetology Core
CIMC - X - 21

Appointment Book

(Sample Page)

Month____________________ Day__________ 19______

Operators

TIME															
8:30															
8:45															
9:00															
9:15															
9:30															
9:45															
10:00															
10:15															
10:30															
10:45															
11:00															
11:15															
11:30															
Operator															
12:30															
12:45															
1:00															
1:15															
1:30															
1:45															
2:00															
2:15															
2:30															

TRANSPARENCY MASTER 2 - Cosmetology Core
CIMC - X - 23

Appointment Book

(Sample Page)

Date	Date	Date				Date	Date	Date
			00	8 AM	00			
			15		15			
			30		30			
			45		45			
			00	9 AM	00			
			15		15			
			30		30			
			45		45			
			00	10 AM	00			
			15		15			
			30		30			
			45		45			
			00	11 AM	00			
			15		15			
			30		30			
			45		45			
			00	12 PM	00			
			15		15			
			30		30			
			45		45			
			00	1 PM	00			
			15		15			
			30		30			
			45		45			
			00	2 PM	00			
			15		15			
			30		30			
			45		45			
			00	3 PM	00			
			15		15			
			30		30			
			45		45			
			00	4 PM	00			
			15		15			
			30		30			
			45		45			
			00	5 PM	00			
			15		15			
			30		30			
			45		45			
			00	6 PM	00			
			15		15			
			30		30			
			45		45			
			00	7 PM	00			
			15		15			
			30		30			
			45		45			
			00	8 PM	00			
			15		15			
			30		30			
			45		45			

TRANSPARENCY MASTER 3 - Cosmetology Core
CIMC - X - 25

DEVELOPING RECEPTIONIST SKILLS

NAME________________________________ SCORE____________

OBJECTIVE 8

Complete a sales slip with the information obtained from a client.

INTRODUCTION

A sales slip is required in order to keep a record of consumable products purchased and services rendered to a client. The sales slip also has a copy which is given to the client as a receipt.

DIRECTIONS

Fill in the sales slip with information provided and total the sale. Use today's date and your name for the cosmetologist on the sales slip.

Client information:

1. No sales tax added
2. Shampoo/Set $8.00
3. Manicure $5.00
4. Mrs. Reilly
5. Nail Polish $2.50
6. Color Rinse $.50

Functional Reading

- Interpret forms and records
- Follow written instructions

Functional Writing

- Complete forms and records

Job Acquisition Development

- Master specific job task/procedures
- Fill in job-related applications
- Deal effectively with clients

Client:___________________________	Date ____
Operator:___________________________	
Services:	
Sales Tax	
Total	

ASSIGNMENT SHEET 2

DEVELOPING RECEPTIONIST SKILLS

X

NAME______________________ SCORE__________

OBJECTIVE 9

Calculate the amount of change a customer is to receive upon completion of a sale.

INTRODUCTION

The receptionist will usually write the sales slip. Once the total amount is figured, the customer will hand the receptionist either a charge card, a check, or cash. If cash is used for payment, change might be needed.

DIRECTIONS

Figure the amount of change to be given to each client. The total amount due is figured on the sales slip. The amount of money the client has handed to the receptionist is given.

Operational and Calculation

- Calculate with whole numbers

Functional Math

- Make change
- Solve practical problems
- Use calculator for computations

Cognitive Activities

- Transfer knowledge/training to new situations

Client: Mr. Ogle Date 12/2/91
Operator: Sally Brown

Services:	
Haircut	$8.00
Manicure	2.50
Mousse (retail)	3.00
Sales Tax	
Total	$13.50

Client paid the receptionist $ 20.50

Change Due: ______

Client: Ms. Payton Date 12/2/91
Operator: John Mustain

Services:	
Haircut and Style	$ 13.00
Pedicure	15.00
Manicure	5.00
Nail Strengthener	2.85
Large hair pick	1.50
Sales Tax	
Total	$ 37.35

Client paid the receptionist $ 40.00

Change Due: ______

Client: James Robinson Date 12/2/91
Operator: Brenda Myers

Services:	
Shampoo	$ 3.85
Mousse (retail)	3.50
Sample Conditioner	1.25
Sales Tax	
Total	$ 8.60

Client paid the receptionist $ 10.00

Change Due: ______

ASSIGNMENT ANSWERS

DEVELOPING RECEPTIONIST SKILLS X

ASSIGNMENT SHEET 1

Client: Mrs. Reilly Date: _____

Operator: Student's Name

Services:	
Shampoo/Set	$ 8.00
Manicure	$ 5.00
Nail Polish	$ 2.50
Color Rinse	$ .50
Sales Tax	(None)
Total	$ 16.00

ASSIGNMENT SHEET 2

1. $7.00 change due
2. $2.65 change due
3. $1.40 change due

WRITTEN TEST

DEVELOPING RECEPTIONIST SKILLS

X

NAME________________________ SCORE__________

OBJECTIVE 1 **Match terms associated with receptionist skills to their correct definitions.** Write the correct letter in the blanks.

____ 1. Cash drawer used for business transactions

____ 2. Client's purchases

____ 3. Money used for change at the start of the business day

____ 4. Type of electronic printing/display calculator

____ 5. Written document stating items received

____ 6. Plastic card with identification number

____ 7. Discussion between people

____ 8. Prints out all mathematics programmed in

____ 9. Receipt of services or items purchased

____ 10. Speaking, writing, or body gestures

a. Sale

b. Ten-key machine

c. Sales slip

d. Charge card

e. Cash register

f. Electronic display/printing calculator

g. Petty cash

h. Receipt

i. Conversation

j. Communication

OBJECTIVE 2 **Define communication and human relation skills required in a salon.**

____

____

____

May be photocopied for student use.

OBJECTIVE 3

Choose from a list of items those procedures followed during a telephone conversation in a salon. Write an "X" in the blank before each procedure followed during a telephone conversation in a salon.

___ 1. Interrupt the caller to get needed information

___ 2. Avoid gossiping with the caller

___ 3. Be courteous and positive

___ 4. Let the telephone ring until you are no longer busy

___ 5. Thank the caller at the end of the conversation

OBJECTIVE 4

Describe the use of an appointment book.

____

____

____

OBJECTIVE 5

Describe the procedure for operating a ten-key machine.

____

____

____

OBJECTIVE 6

List the procedure to follow when verifying a charge card or check.

CHARGE CARD

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

May be photocopied for student use.

CHECK

1. ____________________

2. ____________________

3. ____________________

4. ____________________

OBJECTIVE 7 **List the procedure for balancing the amount of cash in the register with that on the receipts.**

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

NOTICE The following Assignment Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Complete a sales slip with the information obtained from a client.** SCORE ________

OBJECTIVE 9 **Calculate the amount of change a client is to receive upon completion of a sale.** SCORE ________

May be photocopied for student use.

WRITTEN TEST ANSWERS

DEVELOPING RECEPTIONIST SKILLS

X

OBJECTIVE 1

1. e
2. a
3. g
4. b
5. h
6. d
7. i
8. f
9. c
10. j

OBJECTIVE 2

A client should be greeted by the receptionist. This includes being polite and tactful at all times. A good receptionist will remain loyal, alert, pleasant, and flexible in order to keep things running smoothly. A receptionist will learn to understand the needs of the employer and cosmetologists as well as those of the clients.

OBJECTIVE 3

2, 3, 5

OBJECTIVE 4

An appointment book is scheduled by day, time, and service to be rendered. The appointment book is to be a neat, accurate record of the business day. Appointment books keep a listing of the cosmetologists working each day and their schedules. The receptionist can book appointments accordingly from this information.

OBJECTIVE 5

A ten-key machine is usually operated by electrical power. Plug the machine in and turn it on. Locate the home row keys: 4, 5, and 6. Operate keys 1, 4, and 7 with the index finger; operate keys 2, 5, and 8 with the middle finger; and operate keys 3, 6, and 9 with the ring finger. All keys to the right are operated with the little finger and all keys to the left are operated with the thumb.

OBJECTIVE 6

CHARGE CARD

1. Check the expiration date.
2. Imprint charge card information to charge slip.
3. Check for all information filled in by customer.
4. Fill in charge slip blanks: cost of service, service rendered, and total due.
5. Have customer sign and include telephone number.

6. Give customer copy and put bank copy and store copy in register.

CHECK

1. Check all information filled in by customer.
2. Verify printed information.
3. Copy driver's license number, expiration date, and birth date.
4. Copy down charge card name, number and expiration date if applicable.

OBJECTIVE 7

1. Add bills.
2. Add coins.
3. Add checks.
4. Add charge slips.
5. Total all four together.

OBJECTIVES 8-9

Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE SHEET

DEMONSTRATING SALON MARKETING SKILLS

XI

INTRODUCTION

As a future employee in the field of cosmetology and possible salon owner, it is important that you are knowledgeable in salon marketing skills. The cosmetology industry is one of competition, not only between salons but also between operators in the salon. Successful cosmetologists will know how to advertise their skills and the services offered in their salon to draw the clients to them.

UNIT OBJECTIVE

After completing this unit, the student should be able to design a salon flyer, coupon, newspaper advertisement, and window display. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVE

After completing this unit, the student should be able to:

1. Match terms associated with salon marketing skills to their correct definitions.
2. List ways cosmetologists can promote the salon and themselves.
3. List factors to consider when determining the most appropriate and effective type of advertising.
4. Discuss improper and unethical forms of advertising.
5. Select items of importance to include on flyers and coupons and in newspaper advertisements.
6. Choose materials needed for an attractive window display.
7. Identify retail selling techniques.
8. Design a salon flyer with a coupon for area-wide distribution. (Assignment Sheet 1)
9. Construct a newspaper ad for city-wide or area-wide distribution by zip code. (Assignment Sheet 2)
10. Arrange a salon window display. (Assignment Sheet 3)

SUGGESTED ACTIVITIES

DEMONSTRATING SALON MARKETING SKILLS

XI

PREPARATION

- Order materials to supplement the unit.
    - Films, videotapes, and other media.
- Invite guest Speakers.
    - Invite a salon owner or manager to speak to the class about how to market a salon.
    - Invite a marketing agent from a large chain salon to speak about marketing techniques.
    - Invite an operator from a local salon to speak about how to build a business.
    - Invite an advertiser from a local advertising agency to speak about ad designs.
    - Invite a university marketing or printing teacher come speak.

    NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Invite a salon owner or manager to speak to the class about how to market a salon.

Objective 2

- Tell the students how important it is to know how to build their business and the business of the salon.
- Have business cards designed for the school and hold weekly challenges for students to solicit clients.
- Invite a university marketing or printing teacher to speak to the class.

Objective 3

- Invite a marketing agent from a large chain salon to speak about marketing techniques.

- Invite an operator from a local salon to speak to the class about how to build a business.

- Have students price the cost of business cards, newspaper space and billboard rental. Discuss their findings.

Objective 4

- Discuss improper and unethical forms of advertisement students have seen on television or heard on the radio.

Objective 5

- Have students compare different salon ads. From the comparison have students determine such things as what age group the salon was targeting and the coordination of the ad with a specific holiday or season.

- Allow students to judge the effectiveness of the ads they have compared.

- Ask an advertiser from a local advertising agency to speak about ad designs.

Objective 6

- Find pictures of attractive salon displays and unattractive displays. Have the students compare them.

- Take pictures of local salon window displays. Allow students to review and critique them.

Objective 7

- Show the video *Customer-Focused Selling.*

- Have students *role play* selling a product to a client so they will become comfortable talking about retail items.

APPLICATION

Objectives 8 through 10

- Use Assignment Sheet 1 to give students practice in designing flyers and coupons.

- Use Assignment Sheet 2 to give students practice in constructing a newspaper ad.

- Use Assignment Sheet 3 to give students practice in arranging window displays.

EVALUATION

Pretest

1. Pretest students.
2. Determine individual study requirements from pretest results.
3. Counsel students individually on pretest results and study requirements.
4. Modify materials in unit or create supplementary materials for individual students as required.

Written Test

1. Explain to students that on the written test they will be asked to demonstrate actions listed in the specific objectives.
2. Give written test.

   NOTE: The written test may be given in sections if desired.
3. Evaluate students on assignment sheet activities if not previously done.
4. Reteach and retest if necessary.
5. Complete appropriate section of competency profiles.
6. Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Customer-Focused Selling*, VHS, Color, 1987.

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order this film from BankTraining Video Systems, P.O. Box 10390, Des Moines, IA 50306.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*. West Publishing Company, P.O. Box 43526, St. Paul, Minnesota 55164, 1981.
- Burton, Phillip W. and William Ryan, *Advertising Fundamentals*. 3rd E. Grid Publishing, Inc., 4664 Indianola Avenue, Columbus, Ohio 43214, 1987.

- Davidson, Jeffery P. *The Marketing Sourcebook for Small Business.* John Wiley & Sons, 605 Third Avenue, New York, New York 10103, 1989.
- Hutton, Shirley with Constance deSwaan. *Pay Yourself What You're Worth*. Bantam Books, 666 Fifth Avenue, New York, New York 10103, 1989.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Milady Publishing Corporation, Bronx, New York, 1990.
- Ziglar, Zig. *Secrets of Closing the Sale.* Fleming H. Revell Company, Old Tappan, New Jersey, 1986.

PRETEST ANSWERS

DEMONSTRATING SALON MARKETING SKILLS *XI*

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	5, 11, 14
2	1, 4, 13
3	2, 3, 18
4	6, 7, 20
5	8, 15, 17, 22
6	9, 19, 21
7	10, 12, 16

ANSWER KEY

1. a
2. d
3. a
4. d
5. a
6. b
7. a
8. a
9. d
10. b
11. d
12. a
13. b
14. b
15. b
16. d
17. c
18. c
19. b
20. d
21. c
22. c

OBJECTIVES 8-10

Refer to answers to Assignment Sheets 1 through 3.

PRETEST

DEMONSTRATING SALON MARKETING SKILLS

XI

NAME________________________ SCORE__________

DIRECTIONS Circle the correct answers below.

1. To promote business for themselves, operators can:
   - a. Hand out business cards
   - b. Avoid clients after a chemical service
   - c. Talk poorly about other operators
   - d. Overcharge clients
2. If you want adults with children to respond to your advertisement:
   - a. Advertise for adults only
   - b. Advertise for children only
   - c. Advertise for teenagers
   - d. Advertise for families
3. When deciding how much money to spend on advertising keep in mind:
   - a. How established your business is
   - b. Whether or not you like your job
   - c. How much your best client pays you
   - d. That money is no object when it comes to business
4. Novelty bags should include the salon:
   - a. Name
   - b. Location
   - c. Telephone number
   - d. All of the above

May be photocopied for student use.

5. An example of direct advertisement:
    - a. Newspaper ads
    - b. Client referral
    - c. Reporter
    - d. Client service
6. Advertising untrue claims can:
    - a. Increase salon patronage
    - b. Decrease salon patronage
    - c. Result in higher sales for the operator
    - d. Increase salon profits
7. Discussing other salons in an unfavorable manner is:
    - a. Unethical
    - b. Ethical
    - c. Fun
    - d. Proper
8. To keep your ad flowing avoid:
    - a. Heavy lines in the middle
    - b. Orthodox spellings
    - c. One typeface per ad
    - d. White paper with black letters
9. An attractive window display includes:
    - a. Current pictures of styles
    - b. Up-to-date product
    - c. Specials or sales as appropriate
    - d. All of the above

May be photocopied for student use.

10. To get clients to purchase a product you must:

   a. Convince them that they have the money

   b. Prove to them they have a need for it

   c. Tell them how much money you will make

   d. Pressure them as they are about to leave

11. When a client refers another person to the salon, this is called:

   a. Business advertising

   b. Direct advertising

   c. Creative advertising

   d. Indirect advertising

12. If clients state objections about the product you are recommending:

   a. Respond in a positive manner

   b. Take offense and get mad

   c. Pressure them to buy anyway

   d. Insult their intelligence

13. Salons may gain new clients by:

   a. Advertising false claims

   b. Advertising on the radio

   c. Drawing negative attention to another salon

   d. Advertising out-of-date techniques

14. Any method used to induce the public to the salon is known as:

   a. Force

   b. Advertisement

   c. Business

   d. Work

May be photocopied for student use.

15. The tag line:

  a. Is the same as the headline
  b. Concludes the ad with a final thought
  c. Pushes the client to buy from the salon
  d. Follows the headline of the ad

16. When clients ask questions about a product:

  a. Change the subject
  b. Make up an answer
  c. Ignore them
  d. Answer the best you can

17. If you advertise by means of a flyer use:

  a. As many pictures as will fit
  b. Only words, no art work
  c. Only one piece of art work
  d. Photographs for the art work

18. Ads should appear in print:

  a. The day before they become effective
  b. At the last minute so the client must act rapidly
  c. In advance so the client can respond in time
  d. Only minutes before they become effective

19. Products displayed in the window should be:

  a. Grouped by color
  b. Grouped by manufacturer and like product
  c. Arranged in alphabetical order
  d. Arranged in size order

May be photocopied for student use.

20. When advertising, avoid:

   a. Positive statements about your salon
   b. Seasonal promotions
   c. Proper and ethical practices
   d. Naming another salon in negative manner

21. Window displays should be changed:

   a. Twice a year
   b. Never
   c. Often
   d. When the season changes

22. The headline:

   a. Must be repeated often in the ad
   b. Should explain everything to the reader
   c. Draws the reader to the ad
   d. Makes the salon logo appear unimportant

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 8 **Design a salon flyer with a coupon for area-wide distribution.** SCORE _____

OBJECTIVE 9 **Construct a newspaper ad for city-wide or area-wide distribution by zip code.** SCORE _____

OBJECTIVE 10 **Arrange a salon window display.** SCORE _____

May be photocopied for student use.

INFORMATION SHEET

DEMONSTRATING SALON MARKETING SKILLS

XI

OBJECTIVE 1

Match terms associate with salon marketing skills to their correct definitions.

- **Advertising**—any method used to induce the public to notice the salon or purchase its products and services
- **Direct advertising**—includes designing print advertisements and placing them in newspapers, coupon packs or for door-to-door distribution and buying time on a local radio and television station
- **Indirect advertising**—occurs when clients refer others to the salon, or when reporters favorably mention a salon and/ or salon workers in the course of a news story

OBJECTIVE 2

List ways cosmetologists can promote the salon and themselves.

A cosmetologist should possess not only the skills of the trade but also knowledge of advertising. The salon owner will advertise the shop and you will advertise yourself. As you become more experienced, the salon owner may ask your assistance with salon advertising, or you may own a shop where advertising will help get your business started and keep it going.

NOTE: When you start your career, it is advisable to work in a salon owned by someone else to gain experience.

1. The method you choose to promote yourself will depend on your personality. Business cards are an inexpensive and easy way to advertise, no matter what your personality. You can hand them to people you meet while you are out, ask satisfied clients to pass them along, or leave some at a business in your area.

   NOTE: If you leave business cards in a local shop you should offer the owner a free service or leave a sample of product sold in the salon.

2. To reward your clients, run a special for those who send your referrals. For example, for every ten new clients Mrs. Smith sends to you, she receives a free service, such as a haircut, style, or manicure. Remember, with this type of promotion you will need to keep records, but it will be worth the effort.

3. While you build your clientele, remember client service and satisfaction are the keys to keeping each client. Say "Thank you," send a postcard after chemical services asking if they are enjoying their hair. Take extra steps to keep your clients happy and feeling good about the service they are receiving.

4. Another way to build a clientele is to deliver door-to-door flyers. Advertise the services you offer and the cost of each. Possibly include a coupon for a discount on their first visit with you. The quality of the service will determine whether or not they return. Flyers can be used for salon advertisement also. A salon flyer should focus on the salon and not on an individual operator.

5. The salon owner may choose to invest in reusable plastic novelty bags for packaging products purchased by clients. The bag would have the shop name, address, and telephone number on it, possibly with a design.

6. Newspaper ads, when used effectively, can draw new clients to a salon. Ads can be placed in a small city paper or an area section of a larger newspaper.

7. Radio advertising is good for an established salon. The cost will be higher than other methods, but can be very cost-effective. People listen to the radio car, in stores, and restaurants.

8. Salons in large cities or close to a highway benefit from billboard advertising. A display shot of the salon with its address and/or telephone number can attract new business. Billboards are placed where motorists pass by often.

OBJECTIVE 3 **List factors to consider when determining the most appropriate and effective type of advertising.**

When a need for advertisement is apparent, whether for an individual or a salon, certain factors should be considered before taking action.

1. What age group do you want to reach? Do you want teenagers, adults, adults with children, or senior citizens to respond to your ad? Design the advertisement to fit the chosen audience.

2. The location of your salon is an important factor when considering advertisement. All advertising methods are practical in cities but not in rural areas where the population is smaller.

3. How much money can you spend on advertisement? If you are new to the business, either as an operator or a salon owner, spending a large sum of money would not be wise. If you have been in business for awhile and the business is going well, however, spending more would be feasible.

   NOTE: The national average of gross income spent on salon advertising is 2%.

4. You will get the most value out of your paper if you carefully arrange your ad. Use an 8 1/2 x 14 (legal size) piece of paper and fold it in thirds crosswise. Repeat the ad three times on this paper. This prints three ads each time, and they will just need to be cut apart.

5. How many people do you want to reach? In your area would you reach more potential clients through radio or television or through combining the use of some of the less expensive means of advertisement.

6. When mapping long-term sales goals, coordinate ads with specific programs, coupon campaigns or seasonal purchase opportunities. Allow enough time to prepare and print ads in advance of the dates on which they must run to allow clients ample opportunity to take advantage of the specials you are offering.

OBJECTIVE 4 **Discuss improper and unethical forms of advertising.**

Advertising can be helpful or harmful to your business, depending on the claims you make and whether or not they are valid. When advertising, always use proper and ethical forms of promotion. Unethical and improper ads go against the standards of the advertising profession.

Making untrue claims or advertising misleading information can cause you and/or your salon to lose business. Once the client discovers your ad was false, word will travel and the salon will develop a disreputable name. The salon may also be reported to the Better Business Bureau.

Discussing the poor work of another operator with a client is unethical. The client may just be upset for the moment and later return to the other operator. This client may tell everything back to this person or other clients in the salon may overhear your conversation and repeat it. Discussing other salons in an unfavorable manner is also unethical. Either of these practices can damage your reputation and that of the salon in which you work.

Avoid naming salons in your advertisement. This is an improper and unethical practice that may offend many potential clients. If this method is used, be prepared for a counter attack from salons you targeted.

OBJECTIVE 5 **Select items of importance to include on flyers and coupons and in newspaper advertisements.**

Advertising is expensive. You must realize how important it is to get your message right. Coordinate the ad with specific programs, coupon campaigns, or seasonal purchase opportunities. Allow enough time to prepare and print ads in advance of the dates which they must run. This allows the client ample opportunity to take advantage of the special. The following design tips should be helpful in the preparation of your advertisement.

1. Use only one piece of art per ad. Too many things to look at can draw attention away from words. Art should be line art, not a photograph.

2. Do not crowd the ad. One advertising rule states: white space sells.

3. Keep your ad flowing by avoiding the use of heavy horizontal or vertical lines in the middle. The reader's eye travels from the top of the ad from left to right down to the right bottom corner. A heavy line in the middle will cause the reader to stop and he or she may never finish the ad.

4. Do not mix more than three different typefaces. Do not combine typefaces of different styles, such as a modern clean-lined Helvetica with an ornate Old English. Do not use hand lettering. Avoid using white letters on black background; it confuses the eye. Do not use all capital letters; they strain the eyes. Make sure the point size of the type is large enough to read comfortably.

5. Remember: the simpler, the better.

6. The headline draws the reader to the ad. Make it attention-grabbing, offering the reader something that appeals to the pocketbook. Make sure the salon's logo is prominently displayed in all advertising.

7. The copy in the body of the ad should provide all necessary clarification of the headline. Use phrases rather than full sentences. Do not use unnecessary punctuation marks. Avoid overworked words like "new" and "improved," and overworked phrases like "the world's biggest sale." Find substitutes.

8. Avoid abbreviations and unorthodox spellings like "tonite."

9. Use a tag line, a line that concludes the ad with a final thought designed to push the client one step closer to the salon.

10. Pay attention to detail. Good taste and aesthetics in salon advertising positively reflects the way the salon does business.

11. If a professional works the ad layout, ask to see a proof copy before it appears in the paper or is printed for distribution. Check carefully for errors, yours and theirs.

OBJECTIVE 6 **Choose materials needed for an attractive window display.**

An attractive eye-catching window display can bring more business to your salon. People walking by might see something they like and decide to come in, or regular clients might see a service or product they didn't know was offered and decide to try it. In either situation a window display, done correctly, can add additional income to the salon.

1. Window displays should be neat, clean, and carry out a central theme. Trying to advertise too much can be overwhelming to a potential client. Decide what you want to advertise, then put together materials that will send the message clearly.

2. If you have products in the window, group them together by manufacturer and like product. For example, on the top shelf you may have Brand A and Brand X shampoo and conditioner. The middle shelf could have Brand A and Brand X mousse, gel, and sculpting spray.

3. You might choose to advertise the latest haircuts and styles to draw new clients. Decide what age group you want to reach first, then choose the pictures. Pictures need to have smooth edges and be clear. Don't use worn or fading pictures.

4. Sales or specials make good window displays. Avoid advertising too many specials at one time. You might coordinate sale advertisements with those you are currently running in the newspaper or on the radio.

5. Change displays regularly. Steady clients grow tired of seeing the same display every time they visit your establishment. Keep window displays current and interesting.

The proper use of a window display can help you build business and sales. Old pictures, dirty displays, or ragged display shelves, however, can do damage to your business. People want to see and use what's new. If you stay in the past, your client will find another salon. Keep up with the ever-changing field of cosmetology.

OBJECTIVE 7

Identify retail selling techniques.

Salons often carry the products they use to sell to their clients. When clients purchase hair products from the salon the operator knows how the hair is being cared for at home. Clients using professional products at home make the operator's work easier. Selling products in the salon also promotes higher sales. Some salons offer the operator a percentage of the profit on each retail product sold. This could mean a higher salary for you. Considering the benefits from selling products to clients, you will want to know some basic retailing techniques.

1. Use and like the product you are suggesting clients buy. Show enthusiasm about it as you are explaining its advantages. You've got to prove to your clients that they need it before they are going to buy it.

2. Be prepared for your client's questions. Know about the product so that you can respond to their objections in a positive way. Keep your focus on the positive and not on the negative. Turn the client's questions into a "yes."

3. Understand that people have valid reasons for not buying, such as, they are short on money or they have a brand new bottle of Brand B shampoo at home. Have alternative suggestions. For example, if your clients are low on cash suggest they drop by the salon when they get paid, again stating the benefits they will receive with they use this product. Under no circumstances should your client feel pressured to buy.

4. Throughout your conversation, mention the product name. Repeating the client's need often focuses them on that need also. There should be a reason why they need your product, not just you wanting the commission from the sale.

5. Close the sale. If you are not sure this gives you one more chance to finalize a sale. Your closing statement might go something like this, "Mr. Smith, I have Brand A shampoo and conditioner here. Would you like to take it with you today?" Using a statement such as that one forces the client to give you an answer, but not a pressured one.

Keep in mind that your skills as a cosmetologist are what's going to bring your client back. You are not training to be a salesperson. The intention of this objective is not to build professional salespeople, but to point out the benefits of selling retail products.

ASSIGNMENT SHEET 1

DEMONSTRATING SALON MARKETING SKILLS

XI

NAME______________________________ SCORE__________

OBJECTIVE 8

Design a salon flyer with a coupon for area-wide distribution.

INTRODUCTION

Objective 5 discusses items to include on flyers and coupons and in newspaper ads. This assignment sheet is designed to take you one step further--designing your flyer and coupon.

DIRECTIONS

Using the provided sheet of paper, create a flyer with a coupon. Advertise your salon using your school name and location. Complete the following questions concerning your flyer.

1. What color paper do you want your flyer printed on? Why?

   ____

   ____

2. What size would you like your flyer to be? Why?

   ____

   ____

Creative Thinking/ Problem Solving

- Create a finished product
- Transfer knowledge/ training to new situations
- Draw conclusions

Job Acquisition/ Development Skills

- Master specific job/task procedure

ASSIGNMENT SHEET 2

DEMONSTRATING SALON MARKETING SKILLS

XI

NAME________________________ SCORE__________

OBJECTIVE 9

Construct a newspaper ad for city-wide or area-wide distribution by zip code.

INTRODUCTION

Objectives 1-5 discusses factors to consider for advertisement. Following these guidelines in creating your newspaper ad will reinforce these ideas.

DIRECTIONS

In the space provided below, create a newspaper ad for city-wide distribution. Use your school name and location for the salon.

Creative Thinking/ Problem Solving

- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills

- Master specific job/task procedure

ASSIGNMENT SHEET 3

DEMONSTRATING SALON MARKETING SKILLS

XI

NAME________________________ SCORE____________

OBJECTIVE 10 **Arrange a salon window display.**

INTRODUCTION This unit focuses on ways to promote business for you and your salon. One way to promote business is by using an attractive window display. Displays vary in design but have one main goal--to get more business.

DIRECTIONS If it is possible, create a window display for your classroom. If window space is not available, make a scaled-down version on a blank page provided. Answer the following questions about your display:

1. Is the display eye-catching? ______________________________
   ____
2. Does it have a general theme? ______________________________
   ____
3. Are the products or styles shown up-to-date? ________________
   ____
4. Is the display neat? clean? ______________________________
   ____

Creative Thinking/Problem Solving

- Create a finished product
- Transfer knowledge/training to new situations

Job Acquisition/Development Skills

- Master specific job/task procedure
- Practice good work habits/attitudes

ASSIGNMENT ANSWERS

DEMONSTRATING SALON MARKETING SKILLS — *XI*

ASSIGNMENT SHEET 1	The flyer with coupon should be graded according to the standards set forth in Objectives 4 and 5.
ASSIGNMENT SHEET 2	The newspaper advertisement should be graded according to the standards set forth in Objectives 4 and 5 and the satisfaction of the instructor.
ASSIGNMENT SHEET 3	An answer should be given by the student for all four questions. Instructors should also ask these questions when determining a grade for the assignment.

NOTE: These assignment are not to be graded on artistic ability.

WRITTEN TEST

DEMONSTRATING SALON MARKETING SKILLS

XI

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with salon marketing skills to their correct definitions.

____ 1. Print advertisements for newspapers, coupon packs, or written ads for radio and television

____ 2. Clients referring others to the salon

____ 3. Any method used to induce the public to notice the salon

a. Advertising

b. Direct Advertising

c. Indirect Advertising

OBJECTIVE 2

List eight ways cosmetologists can promote the salon and themselves.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

OBJECTIVE 3

List five factors to consider when determining the most effective type of advertising.

1. ____
2. ____
3. ____

May be photocopied for student use.

4. ______________________________

5. ______________________________

OBJECTIVE 4 Discuss improper and unethical forms of advertising.

____

____

____

____

____

____

____

____

OBJECTIVE 5 Select eleven items of importance to include on flyers and coupons and in newspaper advertisements.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________

May be photocopied for student use.

OBJECTIVE 6 **Check those materials needed for an attractive window display.**

____ a. Central theme

____ b. *Advertise as many items as will fit in the space*

____ c. Group products or displays

____ d. Hang any new picture

____ e. Coordinate specials or sales with ads you are currently running in the newspaper

____ f. Leave displays up for a long time

____ g. Keep window displays current

OBJECTIVE 7 **Identify retail selling techniques.** Circle the letter for the correct response.

T F 1. You've got to prove to clients that they need the product before they are going to buy it.

T F 2. Avoid clients' questions.

T F 3. Respond to client's objections in a positive manner.

T F 4. Clients should not be pressured to buy.

T F 5. Mention the product name often during your conversation with the client.

T F 6. It is not necessary to close the sale if you know the customer wants the product.

NOTICE The following Assignment Sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Design a salon flyer with a coupon for area-wide distribution.** SCORE ____

OBJECTIVE 9 **Construct a newspaper ad for city-wide or area-wide distribution by zip code.** SCORE ____

OBJECTIVE 10 **Arrange a salon window display.** SCORE ____

May be photocopied for student use.

WRITTEN TEST ANSWERS

DEMONSTRATING SALON MARKETING SKILLS

XI

OBJECTIVE 1

1. b
2. c
3. a

OBJECTIVE 2

1. Cosmetologists can hand out business cards to people they meet or leave them at a business for people to take.
2. Offer specials to clients who send you referrals.
3. Remember to say "Thank you." Send postcards to clients after chemical work is performed.
4. Deliver door-to-door flyers advertising services and prices. Possibly include a coupon.
5. Use novelty bags to package product. Bags should include salon name, address, and telephone number.
6. Advertise in the newspaper.
7. Advertise on the radio or television.
8. Advertise on billboards.

OBJECTIVE 3

1. What age group are you wanting to reach?
2. Where is your salon located?
3. How much money can you spend on advertising?
4. How many people are you wanting to reach?
5. Coordinate ads with specific programs, coupon campaigns, seasonal purchase opportunities. Allow enough time to prepare and print these ads.

OBJECTIVE 4

Make only true statements and claims about your salon. You may lose a client by making false claims. Discussing poor work of another operator or salon is unethical. A client may repeat your words and cause damage to your business. Another unethical and improper practice is naming another salon negatively in your advertisement. This ploy could cause a counter-attack on your salon.

OBJECTIVE 5

1. Use only one piece of art per ad.
2. Do not crowd the ad.
3. Keep your ad flowing by avoiding the use of heavy horizontal or vertical lines in the middle.
4. Do not mix more than three different typefaces, and do not combine typefaces of different styles.
5. The simpler, the better.
6. Use an attention-grabbing headline.
7. The copy in the body of the ad should provide all necessary clarification of the headline.
8. Avoid abbreviations and unorthodox spellings.
9. Use a tag line, a line that concludes the ad with a final thought.
10. Pay attention to detail. Good taste and aesthetics in salon advertising positively reflect the way the salon does business.
11. Proof all ads for errors.

OBJECTIVE 6

a, c, e, g

OBJECTIVE 7

1. T
2. F
3. T
4. T
5. T
6. F

OBJECTIVES 8-10

Refer to answers to Assignment Sheets 1-3.

OBJECTIVE SHEET

MANAGING A SALON

XII

INTRODUCTION

Most people entering the field of cosmetology have a dream of one day owning their own salon. Ownership requires more than just paying for the establishment; it requires management skills. Chain salons also need managers for each shop. Every successful salon has a good manager controlling the daily operations.

UNIT OBJECTIVE

After completing this unit, the student should exhibit basic management skills. The student will demonstrate these competencies by completing an assignment sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with managing a salon to their correct definitions.
2. List methods of taking supply inventory.
3. Explain ordering procedures for supplies needed to operate a salon.
4. Arrange in order bookkeeping methods for the salon.
5. Discuss payroll and accounts payable for the salon.
6. Describe interviewing procedures.
7. Prepare payroll and accounts payable for a salon. (Assignment Sheet 1)

PREPARATION

- Order materials to supplement unit.
    - Order films, videotapes and other media.
- Invite guest speakers.
    - Invite a sales representative from a local beauty supply or manufacturer to speak to the class about ordering supplies.
    - Invite an accountant or bookkeeper to speak about accounting methods.
    - Invite a bank officer to speak about small business banking practices.

      NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objectives 1 - 3

- Invite a sales representative from a local beauty supply or manufacturer to speak about ordering supplies.

Objective 4

- Invite an accountant or bookkeeper to speak about accounting methods.
- Use Transparency Masters 1 and 2.
- Distribute handouts.

  HANDOUT 1 -- "The General Ledger"
  HANDOUT 2 -- "The Ledger Accounts"

Objective 5

- Invite a bank officer to speak about small business banking practices.
- Have students work salary problems that you have made up to determine how they will earn the most money.

Objective 6

- Role play an interview in the classroom.

APPLICATION

Objective 7

- Use Assignment Sheet 1.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit to create supplemental materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- "D Salon" A computer program for inventory management, client information, marketing strategies and many other uses. It is IBM compatible. For more information write or call Kyle Wade, Wade Systems, 7301 North Broadway, Suite 128, Oklahoma City, OK 73116, (405) 840-4660.

UNIT REFERENCES

- Kibbe, Constance V., *Standard Textbook of Cosmetology*, Milady Publishing Corporation, Bronx, New York, 1990.
- Kravitz, Wallace W., *Bookkeeping The Easy Way*, 2d ed., Barron's Educational Series, Inc., 250 Wireless Boulevard, Hauppauge, New York, New York 11788, 1990.
- Rae, Leslie, *The Skills of Interviewing*, Nichols Publishing Company, P.O. Box 96, New York, New York 10024, 1988.

PRETEST ANSWERS | *MANAGING A SALON* | *XII*

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	2, 7
2	6, 8
3	9
4	1
5	3, 4
6	5, 10

ANSWER KEY

1. b	6. b
2. c	7. a
3. d	8. b
4. b	9. c
5. a	10. a

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

THE GENERAL LEDGER

Sample Page

Page

Date	Account Title	PR	Debit	Credit

May be photocopied for student use.

THE LEDGER ACCOUNTS

Sample Page

Cash No. 1

Income No. 2

Telephone No. 3

Advertising No. 4

Equipment No. 5

May be photocopied for student use.

PRETEST

MANAGING A SALON

XII

NAME________________________________ SCORE____________

DIRECTIONS

Circle the correct answer below.

1. Each expense incurred in the salon should be recorded in the:

   a. Voucher
   b. Ledger
   c. Inventory
   d. Checkbook

2. A list of supplies on hand within a business is called:

   a. Ledger
   b. Bookkeeping
   c. Inventory
   d. General journal

3. When you purchase supplies for the salon, pay for them with:

   a. Cash
   b. Personal check
   c. Credit
   d. Salon check

4. Pay the salon bills:

   a. When you have the money
   b. On or before the due date
   c. After the due date
   d. When a salesperson asks for the money

5. When conducting an interview, be prepared with:

   a. Questions
   b. Small talk
   c. Coffee and cake
   d. Planned interruptions

6. When deciding how much inventory to keep on hand, consider:

   a. The salon floor plan
   b. The location and amount of patronage
   c. How much money you want to make
   d. How close the beauty supply store is

May be photocopied for student use.

7. A meeting between two people to determine employability is:

   a. An interview
   b. A ledger
   c. A business transaction
   d. A service meeting

8. A supply that, when used, needs to be replaced is:

   a. Expensive
   b. Consumable
   c. Self-contained
   d. Unnecessary

9. Supplies ordered directly from the manufacturer will be delivered:

   a. By a salesperson
   b. By the local beauty supply
   c. By a company representative
   d. By a patron

10. After the interview always:

   a. Follow-up
   b. Thank the person with a note
   c. Thank the interviewer for interviewing you
   d. All of the above

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 7 **Prepare payroll and accounts payable for a salon.**

SCORE ____

May be photocopied for student use.

OBJECTIVE 1 **Match terms associated with managing a salon to their correct definitions.**

- **Bookkeeping**—a record keeping system for business transactions
- **General Journal**—a record of all accounts used during the month
- **Interview**—a meeting between two or more people to determine employability
- **Inventory**—a list of supplies on hand within a business
- **Ledger**—a book in which business transactions are recorded
- **Payroll**—money to be paid to each employee

OBJECTIVE 2 **List methods of taking supply inventory.**

Keeping track of inventory is vital to running a successful business. You cannot provide a service if the supplies are not in stock. On the other hand, you will not profit from overstocking supplies. In this case all your money would be tied up in product. The inventory record also helps determine your profit/loss statement each year. Therefore, knowing what you have in stock and what you need will help keep your business running smoothly.

1. The first step in taking inventory is to determine what you need and how much you need. This will vary for each salon according to its size, location and amount of patronage. Enough product should be in stock to service existing customers and a little extra to service walkins or unexpected business.

2. Once the product and supplies are in the storeroom, an inventory list should be made. The inventory list should include equipment and consumable supplies. Starting out with an accurate inventory will help you run a more efficient business.

   NOTE: All equipment should have a record card with the following information: manufacturer, serial number, equipment name, where purchased, date of purchase and repairs made.

3. Once an inventory list has been made, determine how often it needs to be checked. Large equipment may only need to be inventoried once a year, where as smaller equipment should be inventoried two to four times a year. Consumable supplies should be inventoried weekly. Consumable supplies will be used up quickly and must be replaced in order for business to continue. You may choose to conduct the salon inventory during a slower day of the week and yearly inventory at the close of the business year. However you set up inventory in the salon, it must remain consistent or problems will result.

OBJECTIVE 3 **Explain ordering procedures for supplies needed to operate a salon.**

In Objective 2, supply inventory was discussed. One of the reasons given for doing inventory was to know what items need to be ordered. Different products will have to be ordered according to their manufacture distribution method.

Many products can be purchased at the local beauty supply. When purchasing from the beauty supply you may either call in the order and pick it up, or some suppliers will deliver. A salesperson from the beauty supply may be assigned to your salon. If this is the situation, you may give your order to a salesperson and he or she will bring your order to you on a given day. The salesperson will also show you new items that are out on the market.

Certain products can only be purchased from the manufacturer; they are not available at the beauty supply. These products are delivered by a company representative. The company representative is trained to teach you about product use and may show you any new products developed by his or her company.

Other supplies may need to be ordered from a company and be delivered by mail. These supplies may include large and small equipment. When ordering this way there is often a 1-800 number for you to call to place the order. Most likely your order will be delivered within ten days by a mail delivery service.

Manufacturers and beauty suppliers will want you to fill out an account application for your business. If you go to work for an established salon, accounts may already be set up and you will need to be authorized to use them. This will allow you to charge orders and a bill will be payable either in ten days or by a certain day of the month. It is important that you keep up with what you are purchasing and spending.

OBJECTIVE 4

Arrange in order bookkeeping methods for the salon.

If you start your own business, one of the first things you will need to do, besides ordering equipment and supplies, is set up a bookkeeping system. A bookkeeping system is vital to the salon for many reasons. Once you start spending and receiving money, you will need to have an accurate record containing these transactions. This information, recorded in the bookkeeping records, serves as the source for assessing taxes. Because you have a record of business transactions, you will be able to review the information to make wise business decisions in the future.

1. To start your bookkeeping system you will need a ledger. This can be purchased at any office supply store for a minimal investment. The ledger is used to record all business transactions.
2. A numbered account for each expense incurred by the salon should be in the ledger. Expenses for a salon would include, but are not limited to, the following: cash, income, telephone, water, electric, advertising, equipment, consumable supplies, payroll or salaries, taxes and towel service. These separate accounts will hold information for the year.
3. Information from the ledger accounts is used in the general journal, which also can be purchased at the office supply. The general journal holds all business transactions. Journal entries are kept by the month with all accounts being balanced (closed) at the end of the month. Use the monthly statement for tax purposes.

Because this is a simplified version of a complex subject, it is recommended that you gain further training in bookkeeping before you set out on your own. In your salon you may want to do daily bookkeeping and have a hired bookkeeper come in to take care of the monthly statement and help with tax information. Tax laws change often and it would be difficult to work all day in your salon and keep all the books.

OBJECTIVE 5

Discuss payroll and accounts payable for the salon.

If you manage or own a salon, you will need to know how to pay the monthly bills and prepare employee payroll. A checking account should be set up in the salon name before paying out any money. A bank officer can help you with this and explain how to use the business checking system.

NOTE: The salon checking account should only be used for salon business, never for personal business.

PAYROLL

How you will prepare payroll will depend on how the employees are paid. Are they paid salary or commission? When do the employees receive paychecks? An employee on salary or hourly wage will receive the same amount of money each paycheck unless he or she misses a day of work or works overtime. This type of payroll is the easiest to figure because the tax deductions remain the same, providing there are no changes in the tax laws. A commission-based paycheck will vary each week depending on how much work was done. This type of paycheck will vary in amount from employee to employee. The average commission paid out varies by geographic location.

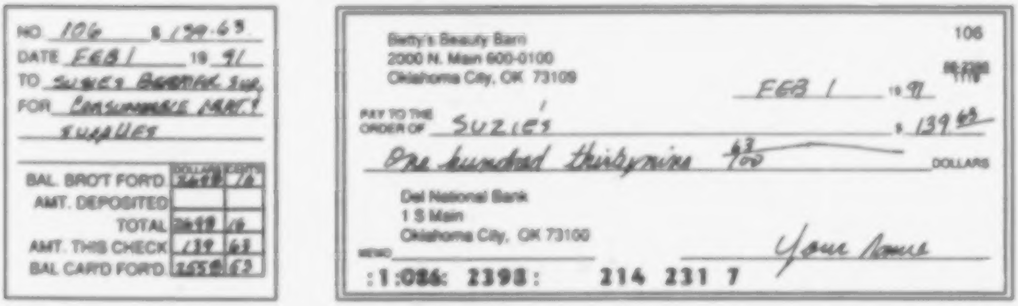
NOTE: Federal law states that FICA withholding will be paid by the employer.

SALON BILLS

It is best to pay bills on or before the due date to avoid finance charges and to keep good credit. Pay all bills with a salon check and never with cash. The check serves as another receipt of payment in case of questions about an account.

SALON CHECKS

Study the check below. It is an example of a salon check. When you pay an employee or a bill, fill in the information requested. An example is given for payment for supplies ordered from Susie's Beauty Supply by Betty's Beauty Barn.



NO 106 $ 139.63
DATE FEB 1 19 91
TO Susie's Beauty Sup.
FOR [illegible]
supplies

	DOLLARS	CENTS
BAL. BRO'T FOR'D	2649	16
AMT. DEPOSITED		
TOTAL	2649	16
AMT. THIS CHECK	139	63
BAL. CAR'D FOR'D	2509	53

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

106

FEB 1 19 91

PAY TO THE ORDER OF Suzie's $ 139 63/100

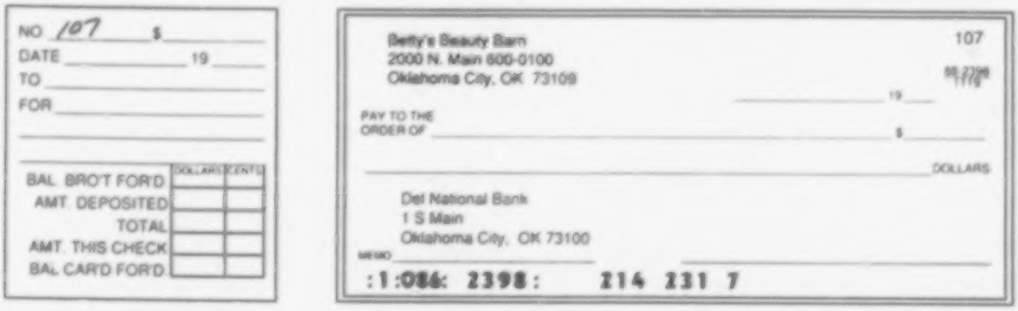
One hundred thirty-nine 63/100 DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO

Your Name

:1:086: 2398: 214 231 7



NO 107 $
DATE 19
TO
FOR

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

107

19

PAY TO THE ORDER OF $

DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO

:1:086: 2398: 214 231 7

In check #106, locate the stub. The check number has been filled in with the amount of the check and what was ordered. The balance forwarded was filled in and brought down because there were no deposits made between checks. The amount is filled in, $139.63, and the new balance is figured. Then the check information is filled in. The date, the receiver of the payment, Susie's Beauty Supply, and the amount, $139.63, are written out. The check is signed last.

NOTE: Do not sign a check without filling out the check information.

Once a check is written, this information needs to be recorded in the appropriate ledger account and the general journal. You may choose to do this recording process only once a week or to have a bookkeeper do this for you.

OBJECTIVE 6 **Describe interviewing procedures.**

As a salon manager or owner you may have to interview prospective employees for your business. Interviewing requires skill and time. However, selecting the right person for the job will save you valuable time later on. It will also save money for the salon because you will not have to keep retraining a new person for the job.

Before setting up an interview, request a job application or resume. With this information you can determine if the person is qualified for the job. If an applicant is not qualified, a telephone call explaining this will save time for you and the other person. If the person is qualified, you can set up an interview day and time. When the perspective employee comes in, arrange a private place for the interview. Proper seating arrangements should be made in advance. This will depend on how many people will be present. Once introductions and seating have taken place, you are ready to begin the questioning process.

Questioning is the most important part of the interview. Besides the resume and proper dress, the prospective employee's answers to your questions will lead you to a final decision. Be prepared with your questions and know in advance what you are looking for in a future employee. Ask a question the interviewer can respond to with more than a "yes" or "no." Do not interrupt responses or answer your own questions.

After all your questions have been answered, ask for any additional comments or questions from the prospective employee. If you are going to hire this person on the spot, let him or her know he or she has the job, discuss details of pay and hours and show him or her around if time permits. If you are not ready to hire, thank him or her and let him or her know when you will contact him or her with your decision. Once the person has left, write down things you want to remember about answers or specific behaviors. This will allow you to go back and compare if you have seen several people. Follow up on the interviews; call all applicants and let him or her know which way you decided. Thank them again.

THE GENERAL LEDGER
(sample page)

Page

Date	Account Title	PR	Debit	Credit

THE LEDGER ACCOUNTS
(sample page)

Cash No. 1

Income No. 2

Telephone No. 3

Advertising No. 4

Equipment No. 5

Name ______________________ Score __________

OBJECTIVE 7

Prepare payroll and accounts payable for a salon.

INTRODUCTION

When paying salon bills or employees' salaries you should always use a check. It is important that you know how to fill out a check properly.

DIRECTIONS

Using the information provided fill in the following checks for Betty's Beauty Barn. Use your name for the authorized signature for the salon. Remember to also fill in the stub information.

Functional Reading Skills
- Interpret forms
- Follow written instruction

Functional Writing Skills
- Complete forms

Operation and Calculation Skills
- Calculate with decimals
- Convert whole numbers to decimals

1. Betty's Beauty Barn bought $169.87 in hair color from Creative Color on December 19, 19_____.

NO. __________ $ __________
DATE __________ 19 _____
TO ____________________
FOR ____________________
____

BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

107

__________ 19 ___

PAY TO THE ORDER OF ______________________ $ ________

______________________ DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO ____________ ____________________

:1:086: 2398: 214 231 7

2. On December 23, 19_____, Betty's Beauty Barn purchased six dozen cookies from Logan's Bakery for the salon patrons. The total came to $21.37.

NO. __________ $ __________
DATE __________ 19 _____
TO ____________________
FOR ____________________
____

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

108

__________ 19 ___

PAY TO THE ORDER OF ______________________ $ ________

______________________ DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO ____________ ____________________

:1:086: 2398: 214 231 7

3. Employee Johnny Smith is on salary at the salon. His check is to be paid to him on December 31, 19_____, for the amount of $325.00.

NO. __________ $__________

DATE __________ 19_____

TO ____________________

FOR ____________________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

109

__________ 19_____

PAY TO THE ORDER OF ____________________ $__________

____________________ DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO __________ ____________________

:1:086: 2398: 214 231 7

4. On December 31, 19_____, the salon rent is due to National Lenders Association. The monthly rent is $950.00.

NO. __________ $__________

DATE __________ 19_____

TO ____________________

FOR ____________________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

110

__________ 19_____

PAY TO THE ORDER OF ____________________ $__________

____________________ DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO __________ ____________________

:1:086: 2398: 214 231 7

ASSIGNMENT ANSWERS

MANAGING A SALON

XII

ASSIGNMENT SHEET 1

NO. 107 $ 169.87
DATE DEC 19 19 91
TO Creative Color
FOR Hair Color

	DOLLARS	CENTS
BAL. BRO'T FOR'D	2568	53
AMT. DEPOSITED		
TOTAL	2568	53
AMT. THIS CHECK	169	87
BAL. CAR'D FOR'D	2398	66

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

107

DECEMBER 19 19 91

PAY TO THE ORDER OF CREATE COLOR $ 169^{87}

One hundred sixty-nine and $\frac{87}{100}$ DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO

Your NAME

:1:086: 2398: 214 231 7

NO. 108 $ 21^{37}
DATE DEC 23 19 91
TO LOGANS BAKERY
FOR COOKIES FOR SALON PATRONS

	DOLLARS	CENTS
BAL. BRO'T FOR'D	2398	66
AMT. DEPOSITED		
TOTAL	2398	66
AMT. THIS CHECK	21	37
BAL. CAR'D FOR'D	2377	29

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

108

DECEMBER 23 19 91

PAY TO THE ORDER OF LOGAN'S BAKERY $ 21^{37}

Twenty-one and $\frac{37}{100}$ DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO

Your Name

:1:086: 2398: 214 231 7

NO 109 $ 325.00
DATE DEC 31 19 91
TO JOHNNY SMITH
FOR SALARY

	DOLLARS	CENTS
BAL. BRO'T FOR'D	2367	29
AMT. DEPOSITED		
TOTAL	2367	29
AMT. THIS CHECK	325	
BAL. CAR'D FOR'D	2042	29

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

109

86-2398/1110

DECEMBER 31 19 91

PAY TO THE ORDER OF JOHNNY SMITH $ 325.00

Three hundred twentyfive and NO/100 —— DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO

Your Name

:1:086: 2398: 214 231 7

NO 110 $ 950.00
DATE DEC 31 19 91
TO NATIONAL LENDER Assoc
FOR SALON RENT

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

Betty's Beauty Barn
2000 N. Main 600-0100
Oklahoma City, OK 73109

110

86-2398/1110

DECEMBER 31 19 91

PAY TO THE ORDER OF NATIONAL LENDERS ASSOCIATION $ 950.00

Nine hundred fifty and NO/100 DOLLARS

Del National Bank
1 S Main
Oklahoma City, OK 73100

MEMO

Your Name

:1:086: 2398: 214 231 7

WRITTEN TEST

MANAGING A SALON

XII

NAME________________________________ SCORE____________

OBJECTIVE 1

Match terms associated with managing a salon to their correct definitions.

___ 1. Money paid out to each employee

___ 2. A book in which business transactions are recorded

___ 3. A meeting between two or more people to determine employability

___ 4. A record keeping system for business transactions

___ 5. A record of all accounts used during the month

___ 6. A list of supplies on hand within a business

a. Bookkeeping

b. Interview

c. Inventory

d. Ledger

e. Payroll

f. General journal

OBJECTIVE 2

List methods of taking supply inventory.

1. ____

____

2. ____

____

3. ____

____

May be photocopied for student use.

OBJECTIVE 3 **Explain ordering procedures for supplies needed to operate a salon.**

____

____

____

____

____

____

OBJECTIVE 4 **Arrange in order bookkeeping methods for the salon.**

_____1. Transfer information from the ledger to the general journal.

_____2. Enter a numbered account for each expense incurred by the salon into the ledger.

_____3. Close out the general journal at the end of each month.

_____4. Purchase a ledger and a general journal.

OBJECTIVE 5 **Discuss payroll and accounts payable for the salon.**

Payroll

____

____

____

Salon Bills

____

____

____

May be photocopied for student use.

Salon Checks

____

____

____

OBJECTIVE 6 **Describe interviewing procedures.**

____

____

____

____

____

____

____

____

NOTICE The following Assignment Sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 7 **Prepare payroll and accounts payable for a salon.** SCORE _____

May be photocopied for student use.

WRITTEN TEST ANSWERS

MANAGING A SALON

XII

OBJECTIVE 1

1. e
2. d
3. b
4. a
5. f
6. c

OBJECTIVE 2

1. Decide what you need and how much you need for your salon.
2. Make a list of all supplies in the salon.
3. Determine how often the inventory needs to be checked on both consumables and large equipment.

OBJECTIVE 3

Order supplies from the local beauty supplier or from the salesperson who calls on you from the beauty supply. If the supplies you need cannot be purchased from the beauty supply, order them from the manufacturer or the salesperson who calls on you from that company. You may choose to order supplies or equipment directly from a manufacturer. Often these companies will have a 1-800 number to call to order over the telephone.

OBJECTIVE 4

1. 3
2. 2
3. 4
4. 1

OBJECTIVE 5

Payroll

Determine how you are going to pay employees, salary or commission or hourly wages. Figure employees' paychecks on a regular basis.

Salon Bills

Pay salon bills on or before the due date to avoid finance charges. Use a salon check to pay bills, never cash or personal checks. Keep all returned checks as a receipt in case of an error later.

Salon Checks

Fill in all information requested on the check. Fill in the stub completely. Never sign a check without filling out the information requested. Record checks written in the appropriate ledger account and the general journal.

OBJECTIVE 6

Request a resume or job application before setting up an interview. This will save time if the person is not qualified. If the person is qualified, set up an interview day and time. Set up the interview area according to how many people will be present. Be prepared with your questions before the interviewee arrives. Know in advance what you are looking for in an employee. Ask the interviewee questions that have more than a "yes" or "no" answer. Let the person know when you will contact him or her with your decision. If you hire him or her immediately, discuss pay and hours and show him or her around the salon. Follow up on all interviews.

OBJECTIVE 7

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

BUYING, LEASING, OR BUILDING A SALON XIII

INTRODUCTION

It is often the goal of the basic cosmetology student to own his/her own salon. While this goal is not impossible to reach, many factors must be considered before owning a business. This is due to the number of salons that are located in an average area today. Careful study and preparation before hand will help eliminate problems and start the salon with a bright future.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe basic salon preplanning and preparation. The student will demonstrate these competencies by completing assignment sheets and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with buying, leasing, or building a salon to their correct definitions.
2. Describe procedures for conducting a needs assessment.
3. Choose from a list those items that would be needed on a salon layout.
4. Classify an equipment and supply list.
5. Name items to be included on a salon cost list.
6. List forms needed to buy, lease, build, and open a salon.
7. Conduct a needs assessment. (Assignment Sheet 1)
8. Prepare an equipment and supply list. (Assignment Sheet 2)
9. Prepare a cost list for opening a salon. (Assignment Sheet 3)
10. Complete appropriate salon forms. (Assignment Sheet 4)

BUYING, LEASING, OR BUILDING A SALON

XIII

PREPARATION

- Order materials to supplement unit.
  - Films, videotapes and other media.
- Invite guest speakers.
  - Invite an attorney, a banker, CPA, city ordinance worker, or state board worker to speak about salon owners' responsibilities.
  - Invite a salon owner to speak about ownership and budgeting.
  - Invite a local supply store representative to discuss equipment and supply needs for a new business.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Discuss terms with students.
- Invite a local salon owner to speak to the class.
- Invite an attorney, a banker, CPA, city ordinance worker, or state board worker to speak about salon owners' responsibilities.
- Show video, *A Vision For Everyone*.

Objective 2

- Contact the Oklahoma State Department of Transportation for traffic counts for the areas in which your students live.

  NOTE: In Oklahoma call 1-405-521-2621
- Secure income data.

  NOTE: Contact the Oklahoma Department of Commerce at 1-405-843-9770 or 6601 S. Broadway, Oklahoma City, OK 73126.

- Use Assignment Sheet 1.
- Have students develop a business plan. Suggestion: use the workbook, Developing A Business Plan by Francis Tuttle Vo-Tech Business & Industry Service Center

  Francis Tuttle (405) 720-3740, 12777 N. Rockwell,
  Oklahoma City, OK 73142-2710.
- Introduce students to entrepreneurship using the workbook *Risks & Rewards of Entrepreneurship* available through EMC Publishing, 300 York Avenue, St. Paul, Minnesota 55101.

Objective 3

- Use Activity Sheet 1.
- Use Transparency Master 1.

Objective 4

- Use Assignment Sheet 2.
- Invite local supply store representative to discuss equipment and supply needs for a new business.

Objective 5

- Use Assignment Sheet 3.
- Invite a local salon owner to speak about budgeting for a salon.
- Use Transparency Master 2.

Objective 6

- Use Assignment Sheet 4.
- Use Supplement 1 and 2.

APPLICATION

Objectives 7 - 11

- Use Assignment Sheets 1 - 4 if they were not used with objectives above.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *A Vision For Everyone*

  This tape is available through the Department of Education, State of Ohio, Columbus, Ohio.

UNIT REFERENCES

- Dalton, John. *The Professional Cosmetologist*. 3rd Ed. West Publishing Company, P.O. Box 43526, St. Paul, Minnesota, 55164-1003. 1985.
- Drucker, Peter E. *Innovation and Entrepreneurship*. Harper & Row Publishers, New York, New York 10022. 1985.
- Kibbe, Constance B. *Standard Textbook of Cosmetology*. Milady Publishing Company, 3839 White Plains Road, Bronx, New York 10467-5394. 1990.
- Mancuso, Joseph R. *How to Start, Finance, And Manage Your Own Small Business*, Revised Edition, New York, New York, 1985.
- Mucciolo, Louis. *Make It Yours: How To Own Your Own Business*, John Wiley & Sons, 605 Third Avenue, New York, New York 10158. 1987.

- *Oklahoma's Entrepreneur's Basic Starter Kit*. Oklahoma Department of Commerce, 6601 S. Broadway, Oklahoma City, Oklahoma 73126, 1990.

- Smith, Brian R. and Thomas L. West. *Buying Your Own Small Business*. The Stephen Green Press, Inc., Lexington, Massachusetts 02173, 1985.

PRETEST ANSWERS

BUYING, LEASING, OR BUILDING A SALON

XIII

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 6, 13, 20
2	4, 9, 19
3	8, 14, 16
4	2, 11, 17
5	3, 7, 12, 15
6	5, 10, 18

ANSWER KEY

1. b
2. b
3. c
4. d
5. b
6. a
7. d
8. a
9. a
10. a
11. d
12. b
13. c
14. d
15. c
16. c
17. a
18. d
19. c
20. d

OBJECTIVES 7-10

Refer to answers to Assignment Sheets 1-4.

PRETEST

BUYING, LEASING, OR BUILDING A SALON

XIII

NAME________________________ SCORE__________

DIRECTIONS

Circle the correct answers below.

1. When two or more people are associated with a business endeavor it is a:

   a. Brokerage
   b. Partnership
   c. Sole proprietorship
   d. Franchise

2. Items such as permanent waves, relaxers, conditioners, and shampoo would be considered:

   a. Necessities
   b. Supplies
   c. Equipment
   d. Expensive

3. The highest percent of the budget will be paid out in:

   a. Rent
   b. Salon supplies
   c. Salaries and commissions
   d. Advertisement

4. A needs assessment should be completed:

   a. After the salon opens
   b. If it is required
   c. After locating an investor
   d. Before opening the salon

5. When opening a new business or changing ownership of a business a __________________ form needs to be filed with the state tax commission.

   a. Lease agreement
   b. Business registration
   c. License application
   d. Status report

May be photocopied for student use.

6. A/An ____________________ is an individual who owns a business to make a profit.

   a. Entrepreneur
   b. Attorney
   c. Investor
   d. Broker

7. Advertising expenses should be about ________ percent of the budget.

   a. Five
   b. Ten
   c. Three
   d. Two

8. A salon that has all rooms connected and visible from any location has a/an _____________ salon design.

   a. Open
   b. Closed
   c. Hazardous
   d. Combination

9. When deciding to start a new business, one of the first things to do is:

   a. Count how many are already in the area
   b. Apply for a loan from a bank
   c. Find an investor for the business
   d. Obtain average household income data

10. E I N stands for the:

    a. Employer's Identification Number
    b. Employee's Identification Number
    c. Entrepreneurs Item Number
    d. Employer's Identification Name

11. Supplies are usually categorized as being:

    a. Retail items
    b. Wholesale items
    c. Over fifty dollars
    d. Consumable

May be photocopied for student use.

12. If a hooded dryer breaks down, which portion of the budget should be used to cover the expense:

    a. Utilities
    b. Repairs
    c. Miscellaneous
    d. Insurance

13. A person who keeps, inspects, or adjusts business records or accounts is a/an:

    a. Advisor
    b. Investor
    c. Accountant
    d. Attorney

14. The salon styling area is where:

    a. Chemicals are removed from the hair
    b. Makeup is applied to the face
    c. Clients can wait for their appointment
    d. Haircuts and other styling services are performed

15. The money left over after expenses have been paid is the:

    a. Investor's portion
    b. Employee's salary
    c. Owner's profit
    d. Taxable portion

16. A salon layout should contain desired service areas and if possible:

    a. Advertising ideas
    b. Expansion goals
    c. Exact measurements
    d. An advisor's approval

17. A styling chair is considered a:

    a. Piece of equipment
    b. Consumable item
    c. Supply
    d. Retail expense

May be photocopied for student use.

18. A salon license will be issued by the:

   a. State department of commerce
   b. Tax commissions
   c. Internal revenue service
   d. State board of cosmetology

19. When preparing to open a business that will employ other workers, it is a good idea to:

   a. Find people who are ready to be employed
   b. Try to solicit employees from a competitor
   c. Research the growth percentage of the area
   d. Inform the investors of your plans for the salon

20. The state of income and expenditures of a business, community, or government is known as the:

   a. Lease
   b. Entrepreneur
   c. Assessment
   d. Economy

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives:

OBJECTIVE 7	**Conduct a needs assessment.**	SCORE _____
OBJECTIVE 8	**Prepare an equipment and supply list.**	SCORE _____
OBJECTIVE 9	**Prepare a cost list for opening a salon.**	SCORE _____
OBJECTIVE 10	**Complete appropriate salon forms.**	SCORE _____

May be photocopied for student use.

INFORMATION SHEET

BUYING, LEASING, OR BUILDING A SALON

XIII

OBJECTIVE 1

Match terms associated with buying, leasing, or building a salon to their correct definitions.

- **Accountant**—a person who keeps, inspects, or adjusts business records or accounts
- **Advisor**—one who gives direction or recommendations to another
- **Assessment**—to set a value; to assess importance or value of
- **Attorney**—a person who is legally given power to act for another or in behalf of another
- **Broker**—a person who bargains for an agreement on a contract; whether buying or selling
- **Contract**—a document containing the terms and conditions of an agreement between two or more people
- **Corporation**—a group of people who get a charter granting them as a body certain legal powers, rights, privileges, and liabilities of an individual, distinct from those of the individuals making up the group; a corporation can buy, sell, and inherit property
- **Economy**—the state of income and expenditures of a business, community, or government
- **Entrepreneur**—an individual who owns a business to make a profit
- **Finance**—to obtain money or credit
- **Franchise**—the right to own and provide a service granted by a manufacturer
- **Investor**—one who gives money in a business, stock, or real estate
- **Lease**—contract to rent for an established period of time
- **Negotiate**—to bargain in order to reach an agreement
- **Partnership**—two or more people associated in a business endeavor

- **Sole proprietorship**—one person owns exclusive rights to a business

OBJECTIVE 2 **Describe procedures for conducting a needs assessment.**

Before opening new salon or purchasing an existing one, it is advisable to conduct a needs assessment to determine how probable success will be. When conducting a needs assessment there are several factors that should be considered well in advance of an "open for business" or "under new ownership" sign going up.

1. How many businesses like yours are in the same area? When you are contemplating opening a new salon, a survey should be conducted for and exact count of how many are in the area. Acquiring a city population count will prove useful when comparing number of people to number of salons. Also, consider the location you have chosen and request a traffic count from the state Department of Transportation. A traffic count will show approximately how many people drive on the main streets in front of your business location each day. Obtaining a walking traffic count may be useful to you also, depending on the possible location of the salon. You may do this yourself or hire someone to do this for you.

2. What is the estimated growth for the type of salon you are opening? This would include information on client patronage and prepared number of workers who will be available in the future. Research of growth percentage can start in the local library, but surveying local businesses or talking with the city commerce can also add valuable information to your report. Growth data can be used later to help you acquire a loan from a banker or money from an investor.

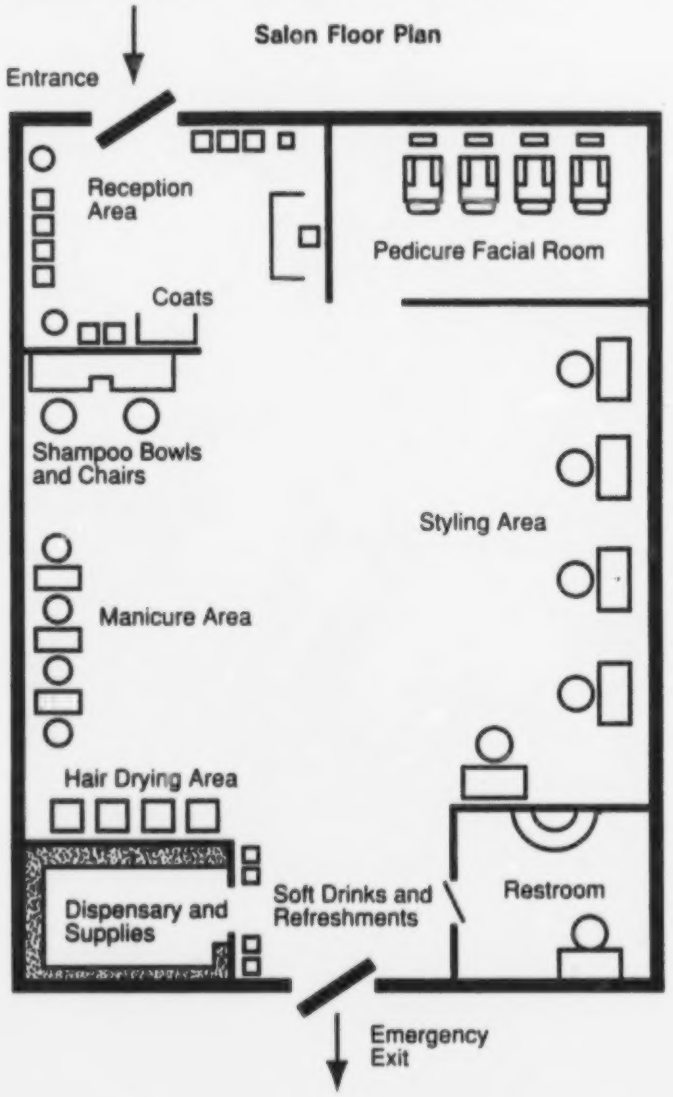
3. What are the normal spending habits of potential clients to the salon? Try to obtain average income data for the area in which you have chosen to establish your business. Spending habits of the local community should also be surveyed. Again, local businesses would be the best place to start. This information should be compared to the prices and services you are going to offer in you salon. Are the two comparable? If not, are you willing to make adjustments? If adjustments cannot be made you may consider another area.

OBJECTIVE 3 **Choose from a list those items that would be needed on a salon layout.**

Once the needs assessment is complete and you have decided that starting a new salon is a good investment, a layout can start being designed. The salon layout should be based on exact measurements of the location chosen. If, however, measurements are not available at the time, an estimated design will do and adjustments can be made later.

If you have decided to purchase an existing salon, it would not be profitable to redesign the entire place. Minor renovation may be just needed to make it more pleasing to you. The following layout is an example of one way to design a salon.

Salon Floor Plan



NOTE: A franchise will most likely have certain guidelines as to layout and these must be followed by the purchaser.

When building a salon from the ground up, it is advisable to work with an architect to ensure professional drawings. Before the actual building can begin, a building permit must be obtained and posted. Since applying for and receiving the permit may take time, plan in advance.

The following salon layout description is based on a full-service salon (a salon offering hair, nail, and skin care services.) Your salon may be specialized and include items not given in this list.

NOTE: Suppliers often come to your salon and do the layout for you if you purchase the equipment from them.

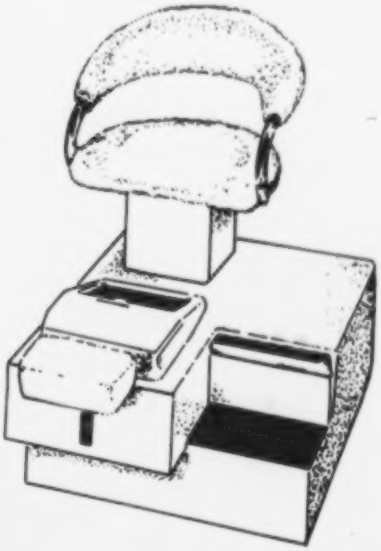
1. **Reception Area.** All salons need a reception area for clients waiting, the receptionist desk, appointment book and possibly a cash register. Extra profits can be earned by having retail displays in this area for clients to look at while they are waiting. The reception area should be very appealing and clean at all times.

2. **Styling Area.** This section of the salon is for all hair services. How many cosmetologists are to be employed determines how much space and how many styling chairs are needed.

3. **Shampoo Area.** Adequate space must be made for the number of shampoo bowls and chairs to utilized in the facility. In the shampoo area include a backbar ledge for shampoos and conditioners and, possibly, towel and cape storage.

4. **Drying Area.** The drying area includes an appropriate number of hooded dryers. It may also have small tables for magazines for clients to look through as they are drying or processing.

5. **Manicuring Area.** Enough space should be allotted to allow for a full range of manicuring and pedicuring services. Some salon owners place standard size manicure tables in this area while others have custom designed larger tables and a deluxe pedicure station.



Pedicure Station

6. **Skin Care Area.** This area could include any combination of the following: facial chair, facial machine with steamer, operator chair, massage table, and space for body wrapping. A sink and adequate counter and storage space are necessary in the skin care area.

7. **Dispensary.** A dispensary is needed for all supplies and cleaning products. It should have at least a sink, counter space for chemical mixing and sterilization containers. Cabinet space for perms, hair color, and other products is handy in this area. Also, a washer and dryer may be included.

8. **Storage Area.** Space may be needed for large cleaning supplies and equipment that are not frequently used. Storage areas may vary in size depending on the size and needs of the salon.

9. **Restrooms.** A restroom is a necessity. Whether or not one or two restrooms should be in place depends upon the size of the salon.

   NOTE: All measurements and equipment put in the salon should be approved by the cosmetology board in your state. Consult the rules and regulations book or contact a state board representative if you have any questions before you select your layout, and supplies and equipment.

OBJECTIVE 4 **Classify an equipment and supply list.**

When opening a new salon and trying to figure opening costs, remember to include equipment and supplies. The salon must be furnished and supplies in stock before you can open the doors and provide service to the public. Supplies are usually consumable products, equipment is anything costing a specified dollar amount and/or does not need to be replaced often. You may choose to set your own dollar value on equipment or go with the standard fifty dollars.

Items on a supply list for a full-service salon would include, but are not limited to the following: shampoo, conditioner, hair spray, mousse, permanent wave, relaxers, curlers, hair color, lighteners, manicuring supplies, skin cleansers, makeup, wax, and many other items.

Equipment would include items such as styling chairs, shampoo chairs, manicure tables and chairs, facial and massage chairs, waxing machines, paraffin machine, facial equipment, sterilizers, reception furniture, and hooded dryers. You may also choose to have a computer and many other advanced technological items that make running a business easier.
NOTE: You may require your employees to provide their own curling irons, blow dryers, and other small items, or you can provide them. This should be decided in advance so that new employees know what to expect.

OBJECTIVE 5 **Name items to be included on a salon cost list.**

It will take money to run your salon--money that was not included in with the amount needed just to open the doors of your new business. The following information should be figured as closely as possible for at least a year to help show if the business you are opening or purchasing is going to succeed. This information is also helpful in obtaining funds for your business.

Salaries or commissions including payroll taxes will take the largest percentage of your budget. Salary or commission is what will be paid to your employees, and the payroll taxes are paid to the government.

NOTE: Before opening your business you will need to obtain a tax number. This information can be obtained through the state department of commerce.

Rent or lease payments will take up the next highest percentage of the budget. The only way to avoid this is to own the property and building where the salon is located.

NOTE: In addition to lease payment, a percentage of gross income can be paid to the lease holder. (Example: salons in malls)

Supplies to run the shop and keep it stocked so all clients can be serviced is about the third highest business expense.

As the business grows older so do the facilities and equipment. Depreciation must be taken into account at this time.

Advertising is an expense, but not as much money should be spent here as many people believe. Any advertisement purchased should be carefully planned and be beneficial to the salon. Don't just throw money out the door to have your name heard.

Laundry is yet another expense of the salon, whether it is done at the location or by a service.

The salon will need to be cleaned, in addition to what is considered daily clean up. The floors will need mopping and waxing, windows washed, bathrooms cleaned, and many other jobs that employees should not be expected to do unless paid extra. Usually it is best to hire someone to do this weekly.

Utilities also need to be paid to keep the business running. Electricity and water are vital to the cosmetology business.

Over a period of time repairs will be needed on either the building or the equipment within the building. Having money set aside for this need will keep the business from severe hardships.

Insurance is always a necessity for any business. Contact many insurance agencies to discuss what they have to offer before purchasing. Do not select insurance solely on cost. Get the best you can afford.

Since the telephone is extremely vital to salon operation the telephone bill will be another expense. Decide how many phones you will need and where they will be located. Often the phone company will have special plans that can be purchased by businesses. Look these over and decide what your salon budget can handle.

Miscellaneous expenses will come up occasionally. Have a small percentage of money budgeted for these unexpected things.

Whatever is left over is considered the salon profit. A profit is what everyone wants to see--the owner, the investors, or the bankers. Having a financial plan made in advance will allow this information to be seen and help you decide if this is what you need to support yourself and your family.

Salon Average Expense Chart (based on national figures)

Salaries and commissions (payroll taxes)	53.5 %
Rent or Lease	13.0 %
Salon Supplies	5.0 %
Depreciation	3.0 %
Advertising	2.0 %
Laundry	1.0 %
Cleaning	1.0 %
Utilities	1.0 %
Repairs	1.5 %
Insurance	.75%
Telephone	.75%
Miscellaneous	1.5 %
Total Expenses	**84.0 %**
Net Profit	16.0 %

NOTE: Percentages will vary for the area in which you live. Before doing a cost list for the salon, check the average figures for your area.

OBJECTIVE 6 **List forms needed to buy, lease, build, and open a salon.**

The doors to your business are not even open yet and you've already been working hard. The paperwork that precedes opening your business can be challenging. The forms are the last stop, next to obtaining the money. When starting to interpret legal documents, an attorney or advisor may be helpful to you.

1. The first form you may encounter is the purchase agreement or rent/lease agreement for the location. Read this carefully. Once you have signed there is no room for negotiations. If you have a partner in your business, he/she should also understand everything in the agreement. Check out anything that is not understood.

2. When starting a business you will need an employer's identification number (EIN). The form for this can be obtained from the internal revenue service.

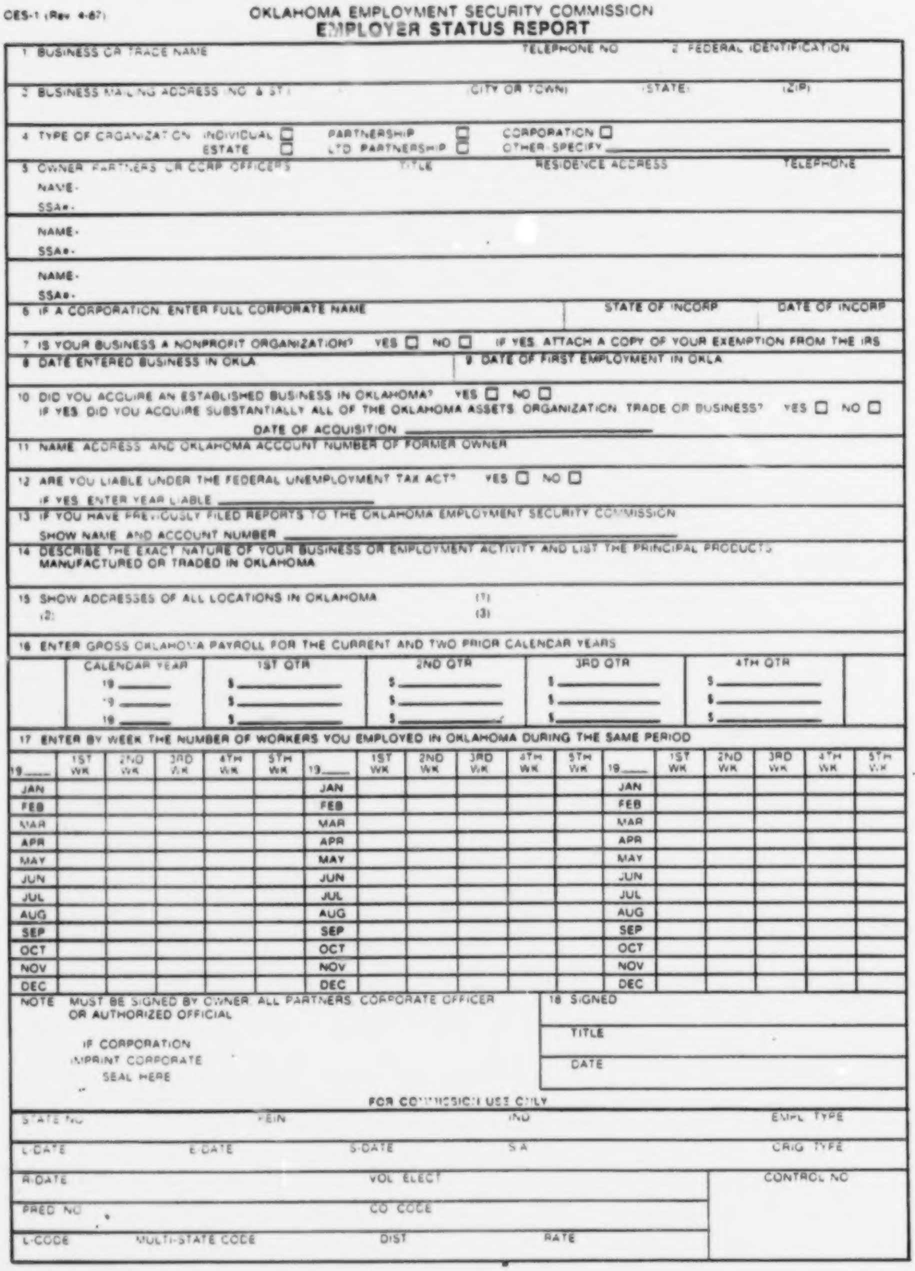
3. A business registration application form must be filled out to register the new business or, to change the ownership of the business, and/or also to determine what licenses or permits are needed for the business.

   Business registration applications can be obtained from the state tax commission.

   NOTE: A salon will need a license from the state board of cosmetology. Any time a salon is being planned, the owner should work closely with the state board to ensure compliance with the laws, rules, and regulations.

4. If you hire other employees to work for you, a status report form needs to be on file with the employment security commissions.

Other forms may be necessary for your location. Check with the state department of commerce where someone will direct you to the people with whom you need to work. Understanding and filing the necessary forms is vital to the future smooth operation of your new business.



OES-1 (Rev 4-87)

OKLAHOMA EMPLOYMENT SECURITY COMMISSION
EMPLOYER STATUS REPORT

1 BUSINESS OR TRADE NAME TELEPHONE NO 2 FEDERAL IDENTIFICATION

3 BUSINESS MAILING ADDRESS (NO & ST) (CITY OR TOWN) (STATE) (ZIP)

4 TYPE OF ORGANIZATION INDIVIDUAL ☐ PARTNERSHIP ☐ CORPORATION ☐
ESTATE ☐ LTD PARTNERSHIP ☐ OTHER-SPECIFY ____________

5 OWNER PARTNERS OR CORP OFFICERS TITLE RESIDENCE ADDRESS TELEPHONE
NAME -
SSA# -

NAME -
SSA# -

NAME -
SSA# -

6 IF A CORPORATION ENTER FULL CORPORATE NAME STATE OF INCORP DATE OF INCORP

7 IS YOUR BUSINESS A NONPROFIT ORGANIZATION? YES ☐ NO ☐ IF YES ATTACH A COPY OF YOUR EXEMPTION FROM THE IRS

8 DATE ENTERED BUSINESS IN OKLA 9 DATE OF FIRST EMPLOYMENT IN OKLA

10 DID YOU ACQUIRE AN ESTABLISHED BUSINESS IN OKLAHOMA? YES ☐ NO ☐
IF YES DID YOU ACQUIRE SUBSTANTIALLY ALL OF THE OKLAHOMA ASSETS ORGANIZATION TRADE OR BUSINESS? YES ☐ NO ☐
DATE OF ACQUISITION ____________

11 NAME ADDRESS AND OKLAHOMA ACCOUNT NUMBER OF FORMER OWNER

12 ARE YOU LIABLE UNDER THE FEDERAL UNEMPLOYMENT TAX ACT? YES ☐ NO ☐
IF YES ENTER YEAR LIABLE ____________

13 IF YOU HAVE PREVIOUSLY FILED REPORTS TO THE OKLAHOMA EMPLOYMENT SECURITY COMMISSION
SHOW NAME AND ACCOUNT NUMBER ____________

14 DESCRIBE THE EXACT NATURE OF YOUR BUSINESS OR EMPLOYMENT ACTIVITY AND LIST THE PRINCIPAL PRODUCTS MANUFACTURED OR TRADED IN OKLAHOMA

15 SHOW ADDRESSES OF ALL LOCATIONS IN OKLAHOMA (1)
(2) (3)

16 ENTER GROSS OKLAHOMA PAYROLL FOR THE CURRENT AND TWO PRIOR CALENDAR YEARS

	CALENDAR YEAR	1ST QTR	2ND QTR	3RD QTR	4TH QTR	
	19 ____	$ ____	$ ____	$ ____	$ ____	
	19 ____	$ ____	$ ____	$ ____	$ ____	
	19 ____	$ ____	$ ____	$ ____	$ ____	

17 ENTER BY WEEK THE NUMBER OF WORKERS YOU EMPLOYED IN OKLAHOMA DURING THE SAME PERIOD

19 ____	1ST WK	2ND WK	3RD WK	4TH WK	5TH WK	19 ____	1ST WK	2ND WK	3RD WK	4TH WK	5TH WK	19 ____	1ST WK	2ND WK	3RD WK	4TH WK	5TH WK
JAN						JAN						JAN					
FEB						FEB						FEB					
MAR						MAR						MAR					
APR						APR						APR					
MAY						MAY						MAY					
JUN						JUN						JUN					
JUL						JUL						JUL					
AUG						AUG						AUG					
SEP						SEP						SEP					
OCT						OCT						OCT					
NOV						NOV						NOV					
DEC						DEC						DEC					

NOTE MUST BE SIGNED BY OWNER ALL PARTNERS CORPORATE OFFICER OR AUTHORIZED OFFICIAL

IF CORPORATION
IMPRINT CORPORATE
SEAL HERE

18 SIGNED

TITLE

DATE

FOR COMMISSION USE ONLY

STATE NO FEIN IND EMPL TYPE

L-DATE E-DATE S-DATE S A ORIG TYPE

R-DATE VOL ELECT CONTROL NO

PRED NO CO CODE

L-CODE MULTI-STATE CODE DIST RATE

INSTRUCTIONS FOR PREPARATION OF FORM OES-1, STATUS REPORT

Item 1. Enter the name by which the business is known. **Examples:** "A & B Hardware", "Whiteway Theater". List your business telephone number.

Item 2. Enter your Federal Identification Account Number.

Item 3. Enter address to which forms for reports, notices and correspondence should be mailed by this Commission.

Item 4. Enter a check mark after the word that properly describes type of ownership of your business.

Item 5. Enter full name, residence address, and telephone number, and social security number of all owners, partners, and corporate officers. Attach additional sheet to this status report if sufficient space is not provided.

Item 6. Enter full corporate name (as it appears on your corporate seal), date of incorporation, and state in which incorporated.

Item 7. If your answer is "Yes", please attach a copy of your letter of exemption from the Internal Revenue Service.

Item 8. Date your firm entered business in Oklahoma.

Item 9. Enter the earliest date on which services were performed and wages paid in Oklahoma.

Item 10. If your answer is "Yes", please enter in Item #11 name and address of former owner and date acquired.

Item 11. Self explanatory.

Item 12. If "Yes", enter the year that you first became liable.

Item 13. Self explanatory.

Item 14. State what kind of business you operate in Oklahoma and the principal product manufactured or traded.

Item 15. Attach additional sheet if necessary.

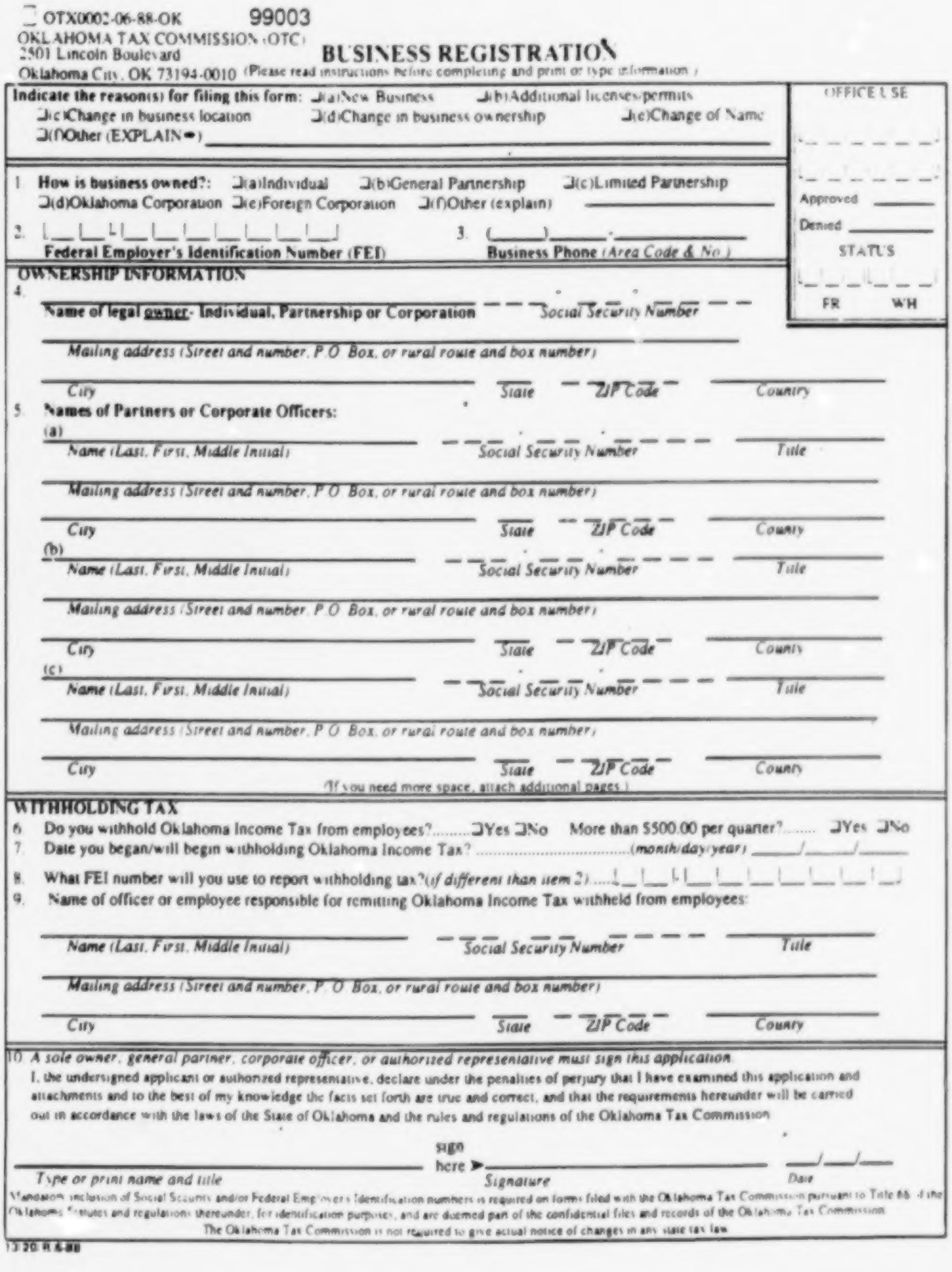
Item 16. Enter gross payroll of your business by quarter for the current year and the preceding two (2) calendar years (Oklahoma payroll only).

Item 17. Enter by week the number of workers to whom you furnished employment in Oklahoma. Include both full-time and part-time employees. Indicate current calendar year employment first, followed by employment in preceding calendar years. A week is seven (7) consecutive calendar days, beginning at 12:01 A.M. Sunday and ending at 12:00 midnight on the next succeeding Saturday.

Item 18. Must be signed by owner, partner, corporate officer or authorized official.

RETURN COMPLETED AND SIGNED FORM TO:

OKLAHOMA EMPLOYMENT SECURITY COMMISSION
101 WILL ROGERS MEMORIAL OFFICE BUILDING
OKLAHOMA CITY, OKLAHOMA 73105-4495
(405-557-7138)



☐ OTX0002-06-88-OK 99003
OKLAHOMA TAX COMMISSION (OTC)
2501 Lincoln Boulevard
Oklahoma City, OK 73194-0010

BUSINESS REGISTRATION
(Please read instructions before completing and print or type information.)

Indicate the reason(s) for filing this form: ☐(a)New Business ☐(b)Additional licenses/permits ☐(c)Change in business location ☐(d)Change in business ownership ☐(e)Change of Name ☐(f)Other (EXPLAIN➡) ______

OFFICE USE
Approved ______
Denied ______
STATUS
FR WH

1. **How is business owned?:** ☐(a)Individual ☐(b)General Partnership ☐(c)Limited Partnership ☐(d)Oklahoma Corporation ☐(e)Foreign Corporation ☐(f)Other (explain) ______

2. **Federal Employer's Identification Number (FEI)** ☐☐☐☐☐☐☐☐☐

3. ( ) ______-______ **Business Phone** *(Area Code & No.)*

OWNERSHIP INFORMATION

4. **Name of legal owner- Individual, Partnership or Corporation** — *Social Security Number*
Mailing address (Street and number, P.O. Box, or rural route and box number)
City — *State* — *ZIP Code* — *Country*

5. **Names of Partners or Corporate Officers:**
(a) *Name (Last, First, Middle Initial)* — *Social Security Number* — *Title*
Mailing address (Street and number, P.O. Box, or rural route and box number)
City — *State* — *ZIP Code* — *County*
(b) *Name (Last, First, Middle Initial)* — *Social Security Number* — *Title*
Mailing address (Street and number, P.O. Box, or rural route and box number)
City — *State* — *ZIP Code* — *County*
(c) *Name (Last, First, Middle Initial)* — *Social Security Number* — *Title*
Mailing address (Street and number, P.O. Box, or rural route and box number)
City — *State* — *ZIP Code* — *County*

(If you need more space, attach additional pages.)

WITHHOLDING TAX

6. Do you withhold Oklahoma Income Tax from employees?......... ☐Yes ☐No More than $500.00 per quarter?....... ☐Yes ☐No
7. Date you began/will begin withholding Oklahoma Income Tax? .... *(month/day/year)* ____/____/____
8. What FEI number will you use to report withholding tax? *(if different than item 2)* .... ☐☐☐☐☐☐☐☐☐
9. Name of officer or employee responsible for remitting Oklahoma Income Tax withheld from employees:

Name (Last, First, Middle Initial) — *Social Security Number* — *Title*
Mailing address (Street and number, P.O. Box, or rural route and box number)
City — *State* — *ZIP Code* — *County*

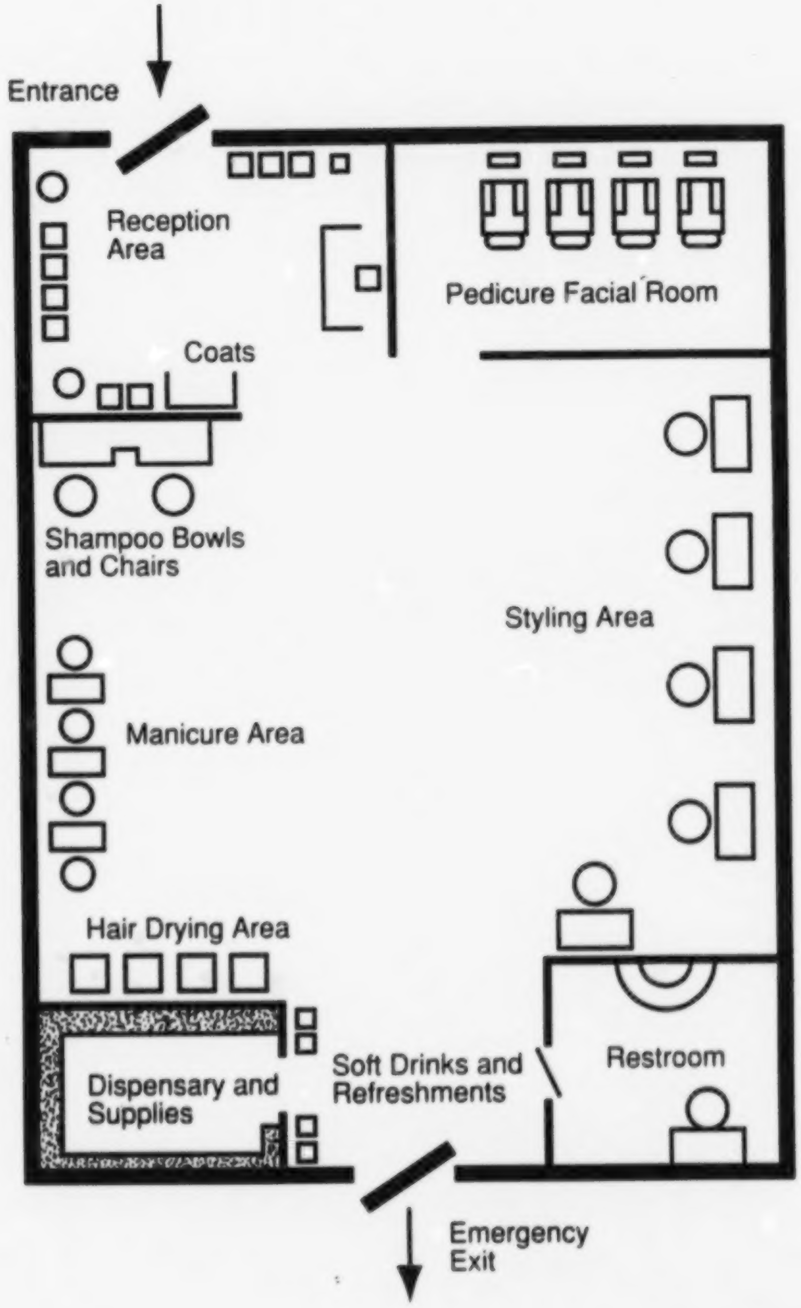
10. *A sole owner, general partner, corporate officer, or authorized representative must sign this application.*
I, the undersigned applicant or authorized representative, declare under the penalties of perjury that I have examined this application and attachments and to the best of my knowledge the facts set forth are true and correct, and that the requirements hereunder will be carried out in accordance with the laws of the State of Oklahoma and the rules and regulations of the Oklahoma Tax Commission.

Type or print name and title — sign here ➤ *Signature* — *Date* ___/___/___

Mandatory inclusion of Social Security and/or Federal Employer's Identification numbers is required on forms filed with the Oklahoma Tax Commission pursuant to Title 68 of the Oklahoma Statutes and regulations thereunder, for identification purposes, and are deemed part of the confidential files and records of the Oklahoma Tax Commission.
The Oklahoma Tax Commission is not required to give actual notice of changes in any state tax law.

13-20-R 6-88

SALON FLOOR PLAN



SALON AVERAGE EXPENSE CHART
(based on figures)

Salaries and commisions (payroll taxes)	53.5%
Rent of Lease	13.0%
Salon Supplies	5.0%
Depreciation	3.0%
Advertising	2.0%
Laundry	1.0%
Cleaning	1.0%
Utilities	1.0%
Repairs	1.5%
Insurance	.75%
Telephone	.75%
Miscellaneous	1.5%
Total Expenses	**84.0%**
Net Profit	16.0%

ACTIVITY SHEET 1

BUYING, LEASING, OR BUILDING A SALON

XIII

NAME______________________________ SCORE__________

DESIGN A SALON LAYOUT

INTRODUCTION

This activity sheet is designed to help you plan your own salon. Consider what type of salon you would like to own, how large it should be, and what will need to be in it.

DIRECTIONS

After you have answered the above questions and reviewed the examples in Objective 3, design a salon layout.

NOTE: If more room is needed than is provided, use a larger sheet of paper, but turn the assignment in with this cover sheet.

Data Analysis and Display

- Interpret blueprints/plans

Functional Math

- Make measurements

Cognitive Activities Skills

- Create a finished product
- Apply intuitive/creative thinking process
- Transfer knowledge/training to new situations
- Develop an action plan

ASSIGNMENT SHEET 1

BUYING, LEASING, OR BUILDING A SALON

XIII

NAME________________________________ SCORE____________

OBJECTIVE 7 **Conduct a needs assessment.**

INTRODUCTION In Objective 2 needs assessment was discussed. The questions on this assignment sheet will help you start on a needs assessment of your own.

DIRECTIONS Answer the following questions by doing research in your city or neighborhood.

1. How many salons are in the local area?
2. How many people live in the community?
3. What is the traffic count or amount of walking traffic in your area?
4. What is the estimated growth for the type of salon you have chosen to open?
5. How many prepared workers will be available to staff the salon?
6. What are the spending habits of the people in the community?
7. What is the average household income of the surrounding area? What is the average salary per individual?
8. Are the salon prices comparable to the average salary for the area?

Reading Comprehension

- Draw conclusions
- Make generalizations

Data Analysis and Display

- Collect/record data
- Apply sampling techniques
- Calculate statistics
- Interpret statistics

General Science

- Apply computing skills
- Conduct experiments
- Investigate issues of environmental impact

ASSIGNMENT SHEET 2

BUYING, LEASING, OR BUILDING A SALON

XIII

NAME______________________________ SCORE__________

OBJECTIVE 8 **Prepare an equipment and supply list.**

INTRODUCTION Objective 4 gives basic information of equipment and supplies a salon will need to start and remain running. This assignment sheet is designed to help you develop a more detailed list of equipment and supplies needed to open and run a salon.

DIRECTIONS Using the information from Activity Sheet 1 and Assignment Sheet 1, make a list of supplies and equipment that your salon would need to get started and remain open.

Cognitive Activities Skills

- Collect/record information
- Identify critical elements/issues
- Draw conclusions

Job Search/Selection

- Analyze personal occupational aptitudes and preferences
- Analyze duties, requirements, and benefits of specific job

SUPPLIES

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Continue your list on another page if necessary.

EQUIPMENT

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ASSIGNMENT SHEET 3

BUYING, LEASING, OR BUILDING A SALON

XIII

NAME______________________________ SCORE__________

OBJECTIVE 9 **Prepare a cost list for opening a salon.**

INTRODUCTION Using the information you have learned and referring to Objective 5, develop a cost list needs to determine if the salon will be profitable.

DIRECTIONS Research the average costs for expenses in your local area. Contacting the State Department of Commerce or the Small Business Administration in your area will help you obtain the necessary facts to complete this assignment. For each item listed, fill in an approximate amount needed to cover the expense.

Research and Reference

- Select useful resources
- Find material in library
- Use magazines and newspapers

Research

- Take notes
- Use note cards

Information Analysis

- Collect/record data

Social Studies Application

- Investigate/apply principles of economics

Salaries and commissions (payroll taxes) ______

Rent or lease payment ______

Salon supplies ______

Depreciation ______

Advertising ______

Laundry ______

Cleaning ______

Utilities ______

Repairs ______

Insurance ______

Telephone ______

Miscellaneous expenses ______

Total ______

Net Profit ______

NOTE: Contacting local professionals will help you gain accurate figures for this assignment.

ASSIGNMENT SHEET 4 — BUYING, LEASING, OR BUILDING A SALON — XIII

NAME________________________________ SCORE____________

OBJECTIVE 10 **Complete appropriate salon forms.** (Supplement 1 and 2)

INTRODUCTION In Objective 6, some of the forms necessary to start a business were discussed. Before beginning any business or taking over a business, you must complete the required paperwork.

DIRECTIONS The next few pages contain some of the forms needed to open the doors of your business. Use Supplements 1 and 2 to complete this assignment.

Functional Reading

- Interpret forms and records
- Follow written instructions

Functional Writing

- Complete forms and records

Job Acquisition/ Development Skills

- Fill in job-related applications

BUSINESS REGISTRATION APPLICATION
INSTRUCTIONS AND DEFINITIONS

GENERAL INSTRUCTIONS

Please review each section of the registration form and complete those sections which apply. REMEMBER your application must be SIGNED and RETURNED with the CORRECT FEE AMOUNT before your registration can be processed.

If you have questions concerning Oklahoma State licensing and registration requirements, please call our toll free number, 800-522-8165 extension 3279. Out-of-state or local callers may call (405)521-3279.

SPECIFIC INSTRUCTIONS

These instructions and definitions refer to certain items and page numbers on the Business Registration Application. Page 1, items 1 through 10 and page 2, items 1 through 9, MUST be completed. Page 2, items 10 through 15 must be completed if you purchased/leased an existing business. Any other sections which apply to your business must also be completed.

REASONS FOR FILING THIS FORM (Page 1) - check the appropriate box.

a. New business - should be checked if you are opening a new business and do not have permits or licenses.
b. Additional licenses/permits - should be checked if you have a license/permit and are applying for other licenses/permits (Example: You purchased an additional business for which you will need licenses/permits.)
c. Change of business location - should be checked if you have moved your business to a new location.
d. Change of business ownership - should be checked if you are changing the ownership of your business. (Example: You changed from a partnership to a corporation.)
e. Change of name-should be checked if you are changing the trade name of your business.
f. Other - If you checked "other" explain your reason for filing this form.
NOTE: Items a, b, c, and d require a permit fee.

Item 1. **OWNERSHIP** - Check the box which indicates how your business is owned:

INDIVIDUAL	A business which is owned directly by one person.
PARTNERSHIPS	
General	A business owned by two or more persons each of whom are liable for the debts of the partnership.
Limited	A business owned by one or more general partners and one or more limited partners. Limited partnerships must file organizing documents with the Office of the Secretary of State.
CORPORATION	A legal entity which acts as a person, separate from its members or shareholders. It must file Articles of Incorporation or Domestication with the Office of the Secretary of State. . Note: A foreign corporation with a location in Oklahoma or engaged in leasing items to consumers in Oklahoma must register with the Oklahoma Secretary of State and receive authority to do business in Oklahoma.
OTHER	Identify the type of organization (example: business trust, personal trust, government entity, etc.).

Item 2. **FEDERAL EMPLOYER'S IDENTIFICATION NUMBER** - You must have a Federal Employer's Identification Number:

- If you pay wages to one or more employees or;
- If you are a partnership, corporation, trust, estate, partnership or non-profit organization (church, club, etc.).
- NOTE: We cannot accept "applied for". If you do not have a Federal Employer's Identification Number, call the Internal Revenue Service at (512) 462-7843 and ask that one be assigned.

Item 4. **NAME OF OWNER** - If you are a/an:

Individual	. Print your name (last name, first name, and middle initial), and social security number.
Partnership	. Print the name of your partnership.
Corporation	. Print the corporate name as it appears on your Articles of Incorporation or Domestication. You must attach a copy of your Certificate of Incorporation or Certificate of Authority.

Item 5. **NAMES OF PARTNERS OR CORPORATE OFFICERS** - Print the name (last name, first name and middle initial) social security number, title and mailing address of all partners or responsible corporate officers. If you need more space, attach additional pages.

13-20-R-1-89 INST

BEST COPY AVAILABLE

Items 6 through 9. WITHHOLDING TAX - Complete if your business employs one or more persons in the State of Oklahoma **EXCEPT** where wages paid are:

- For agricultural labor of $200.00 or less.
- For domestic service in a private home, local college, club or local chapter of a college fraternity or sorority.
- To an Oklahoma resident and wages are earned in another state which requires withholding.
- To a non-resident working in Oklahoma who earns less than $300.00 in a calendar quarter.
- For services performed by a licensed minister or a member of a religious order in the exercise of his duties.

Item 6. If the Oklahoma income tax you withhold from your employees is $500.00 or more per quarter, the amount withheld must be remitted monthly. If the amount you withhhold is less than $500.00 per quarter, remittance must be made quarterly.

OKLAHOMA WITHHOLDING TAX REPORTING FORMS WILL BE MAILED TO YOU

SPECIFIC INSTRUCTIONS FOR PAGE 2

LOCATION INFORMATION - If you own more than one location, you must complete a separate page 2 for each location. In the upper right corner of page 2, indicate the number of Pages 2 attached. (Example: Page 1 of 4 pages)

Item 3. Enter the trade name of your business (Example: Joe's Restaurant)

Item 8. Enter the description of your business and type of goods or sevices you sell. Be specific. Specify your principal product or service. (Example: dairy products, men's clothing, cafe, service station, grocery store, etc.) or service (parking lots, hotel, motel, etc.).

Item 9. Check the item(s) you will be selling. If you checked (a) 3.2 beer, (b) cig./tobacco or (c) mixed drinks you must complete page 3, for the products you will be selling.

PREVIOUS OWNER INFORMATION

Item 11. If you purchased assets (equipment, furniture, etc.) you must pay sales tax on those assets not purchased for resale.

Items 16 through 21. SALES/USE TAX

Sales Tax - Generally, sales tax is due on the transfer of either title or possession of tangible personal property if the transfer occurs in the State of Oklahoma.

Use Tax - Generally, use tax is due on the purchase of tangible personal property which is shipped into Oklahoma by common carrier where the transfer of title or possession occurs outside the state of Oklahoma. Out-of-state purchases of inventory for resale are exempt from use tax when purchased by a holder of an Oklahoma sales tax permit.

Item 16. If you purchase merchandise out of state for your own use, you are required to remit Oklahoma use tax.

Item 17. (a) If you are an out-of-state vendor with no physical location or inventory in Oklahoma, you are required to post a bond (see bond requirements on page 3 of instructions).

(b) Check the appropriate box to indicate the method of delivery you will use for delivering goods into Oklahoma.

(1) Common Carrier - If you ship merchandise into Oklahoma by common carrier these sales are subject to Oklahoma use tax. You must obtain a use tax permit, but you are not required to post a bond.

(2) Own vehicles - If you deliver merchandise into Oklahoma in your own vehicles, these sales are subject to sales tax. You are required to have a sales tax permit and post a bond.

(3) Both - If you ship merchandise into Oklahoma by common carrier and deliver merchandise into Oklahoma in your own vehicles, a sales tax permit, a use tax permit, and a bond are required.

SALES/USE TAX REPORTING FORMS WILL BE MAILED TO YOU.

Items 22 through 24. MANUFACTURER'S LIMITED EXEMPTION CERTIFICATE - To be completed if your business is primarily engaged in manufacturing.

An agent of the Oklahoma Tax Commission will visit your place of business and review your manufacturing process to determine if you qualify for a manufacturer's limited exemption certificate.

(For bonding requirements and information - see instruction page 3.)

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BUSINESS REGISTRATION APPLICATION
BOND INFORMATION

Bonds may be in the form of cash, surety bond, certificate of deposit, certificate of savings, U.S. Treasury Bonds, letter of credit or other securities as deemed as acceptable to the Commission.

Letters of credit and surety bonds must be on Commission approved forms. Certificates of deposit must be in the name of the taxpayer or the Oklahoma Tax Commission. Certificates of savings must be accompanied by a pledge of account on the Tax Commission's form. If you need these forms or have any questions concerning these bond requirements please call the Bonding Section at (405) 521-4437. In Oklahoma 1-800-521-8165 extension 4437.

The bonding requirements given below are for new businesses. They may be increased administratively in accordance with the applicable statutes to protect the State's interest because of an increase in the tax collected or delinquent filing and payment of tax due.

SALES TAX PERMITS

New Permits: If your business is located outside Oklahoma and you do not have an established place of business in Oklahoma, you are required to post a bond in an amount equal to six (6) months projected tax liability or $500.00, whichever is greater.

CIGARETTE and TOBACCO PRODUCTS

1. Untaxed Tobacco Products - A bond in the minimum amount of $500.00 is required of wholesalers, jobbers, retailers or anyone having unstamped merchandise in their possession.
2. Wholesale Cigarette: A minimum bond of $1,000.00 is required.
3. Distributing Agent - A bond in the amount of $1,000.00 is required.

3.2 BEER

1. Wholesaler - A minimum bond of $1,000.00 is required. The maximum bond for first issuance of a license is $10,000.00. An additional bond up to $15,000.00 may be required.
2. Manufacturer - A bond in the amount of three (3) months tax liability is required.

INTOXICATING BEVERAGES

Please call the Registration Section at (405) 521-3279 for bonding information on wholesalers, importers and manufacturers of intoxicating beverages.

MIXED BEVERAGE TAX PERMITS

A bond in the amount of three (3) months tax liability is required with a minimum amount of $500.00. For a special events license a bond approximating the projected liability is required.

COIN OPERATED AMUSEMENT DEVICE DISTRIBUTORS

A surety bond of $5,000.00 is required.

USED EQUIPMENT (OILFIELD) DEALERS

Persons dealing in used oilfield equipment must post bonds as follows: Dealer/Broker - $1,000.00 or Peddler - $500.00

SALVAGE DEALERS

Persons who purchase or handle copper material for remelt must post a $1,000.00 bond.

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ASSIGNMENT ANSWERS

BUYING, LEASING, OR BUILDING A SALON *XIII*

ASSIGNMENT SHEET 1	Complete answers should be given for each question asked. Answers will vary according to research and location assigned. Answers should meet the satisfaction of the instructor.
ASSIGNMENT SHEET 2	A list of all supplies needed to start a salon should be given with a list of all equipment. Answers should coincide with type of salon the student was assigned or has chosen for this project. Lists should meet the satisfaction of the instructor.
ASSIGNMENT SHEET 3	A cost list with percentages and amounts comparing to salons like the one assigned or chosen by the student should be in place. Answers should meet the satisfaction of the instructor.
ASSIGNMENT SHEET 4	All forms should be filled in completely by the student. Answers should meet the satisfaction of the instructor.

WRITTEN TEST

BUYING, LEASING, OR BUILDING A SALON

XIII

NAME___________________________________ SCORE__________

OBJECTIVE 1

Match terms associated with buying, leasing, or building a salon to their correct definitions. Write the correct letters in the blanks.

Part I

____ 1. Person legally given power to act for another or in behalf of another

____ 2. State of income an expenditures of a business, community, or government

____ 3. Person who keeps, inspects, or adjusts business records or accounts

____ 4. One who gives direction or recommendations to another

____ 5. Group of people who get a charter granting them as a body certain of the legal powers, rights, privileges, and liabilities of an individual distinct from those making up the group

____ 6. To set a value

____ 7. Document containing the terms and conditions of an agreement on a contract

____ 8. A person who bargains for an agreement on a contract

a. Accountant

b. Advisor

c. Assessment

d. Attorney

e. Broker

f. Contract

g. Corporation

h. Economy

May be photocopied for student use.

Part II

____ 1. A contract to rent for an established period of time

____ 2. One who gives money in a business, stock, or real estate

____ 3. One person who owns exclusive rights to a business

____ 4. To obtain money or credit

____ 5. To bargain in order to reach an agreement

____ 6. An individual who owns a business to make a profit

____ 7. The right to own and provide a service granted by a manufacturer

____ 8. Two or more people associated in a business endeavor

a. Entrepreneur

b. Finance

c. Franchise

d. Investor

e. Lease

f. Negotiate

g. Partnership

h. Sole Proprietorship

OBJECTIVE 2 **Describe procedures for conducting a needs assessment.**

May be photocopied for student use.

OBJECTIVE 3 Choose from a list those items that would be needed on a salon layout.

___ Manicuring area

___ Color selection

___ Styling area

___ Dispensary

___ Window displays

___ Drying area

___ Storage area

___ Electrical outlets

___ Shampoo area

___ Plant location

___ Restrooms

___ Reception area

___ Skin care area

___ Mirror location

OBJECTIVE 4 Classify an equipment and supply list.

Hooded dryer
Shampoo and conditioner
Permanent wave solution
Relaxers
Styling chair
Hair color
Manicure table and chair

Hair spray
Makeup
Skin care machine
Massage table
Washer and dryer
Hair lighteners
Styling mousse

EQUIPMENT	SUPPLIES
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________
6. ______________	6. ______________
7. ______________	7. ______________

May be photocopied for student use.

OBJECTIVE 5 **Name items to be included on a salon cost list.**

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

OBJECTIVE 6 **List forms needed to buy, lease, build, and open a salon.**

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

NOTICE The following Assignment Sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7 **Conduct a needs assessment.** SCORE _____

OBJECTIVE 8 **Prepare an equipment and supply list.** SCORE _____

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OBJECTIVE 9	Prepare a cost list for opening a salon.	SCORE _____
OBJECTIVE 10	Complete appropriate salon forms.	SCORE _____

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WRITTEN TEST ANSWERS

BUYING, LEASING, OR BUILDING A SALON

XIII

OBJECTIVE 1

1. d
2. h
3. a
4. b
5. g
6. c
7. f
8. e

1. e
2. d
3. h
4. b
5. f
6. a
7. c
8. g

OBJECTIVE 2

Find out how many businesses like yours are in the same area. Find out the estimated growth for the type of salon being opened and how many trained workers will be available. Research the normal spending habits of potential clients by obtaining average household income and average per person income. This information may also come from interviewing local business owners. Determine if your salon prices are comparable to others in the area and to the average income of the potential customer.

OBJECTIVE 3

Manicuring area
Shampoo area
Styling area
Dispensary
Restrooms
Reception area
Drying area
Skin care area
Storage area

OBJECTIVE 4

EQUIPMENT

1. Hooded dryer
2. Styling chair
3. Manicure table and chair
4. Skin care machine
5. Massage table
6. Washer and dryer

SUPPLIES

1. Shampoo and conditioner
2. Permanent wave solution
3. Relaxers
4. Hair color
5. Hair spray
6. Makeup
7. Hair lighteners
8. Styling Mousse

OBJECTIVE 5

1. Salaries and commissions (payroll taxes)
2. Rent or lease payment
3. Salon supplies
4. Depreciation
5. Advertising expense
6. Laundry
7. Cleaning service
8. Utilities
9. Repairs
10. Insurance
11. Telephone bill
12. Miscellaneous

OBJECTIVE 6

1. Purchase, rent, or lease agreement
2. Employer's Identification Number form
3. Business Registration Application
4. License or permit forms from state board of cosmetology in the state
5. Status report form

OBJECTIVES 7-10

Refer to answers to Assignment Sheets 1 through 4.